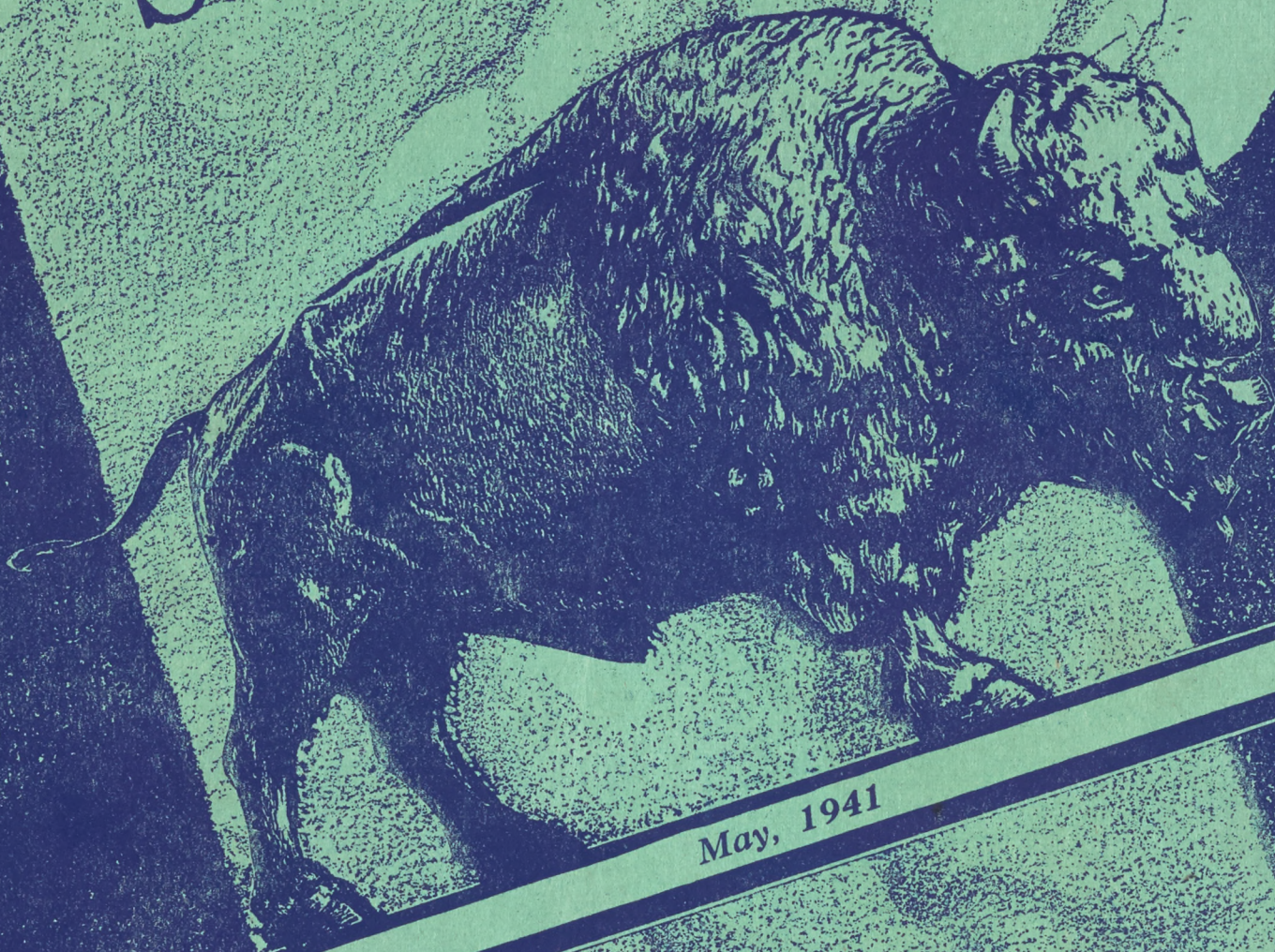


The
**MANITOBA
SCHOOL JOURNAL**



Vol. III

May, 1941

No. 9

Honor Roll

Alsford, Arthur S.	- - - - -	Lens.
Arnett, J. H.	- - - - -	Barrick School, McCreary.
Brook, Albert C.	- - - - -	Regent.
Fahrig, Robert B.	- - - - -	Herriot School.
Fraser, James A.	- - - - -	Altamont.
Hongsinger, Clarence	- - - - -	Barrows.
Leckie, Gordon C.	- - - - -	Brooklands.
Lightly, R. W.	- - - - -	Baldur.
Millar, W. G. B.	- - - - -	Barrick School, McCreary.
Patterson, W. S.	- - - - -	Carman Collegiate
Pool, George S.	- - - - -	Edrans.
Sinclair, Lloyd	- - - - -	Kenville
Slater, Daniel	- - - - -	Norwood.
Warren, William	- - - - -	Portage la Prairie.

Ambulance Fund

You will find listed below the contributions which have been received since the last issue of the Journal. A copy is also shown of the letter received from the Chairman of the Executive Rural Committee of the Canadian War Services Fund acknowledging the receipt of a cheque for Thirty-one hundred dollars.

School District	Amount	School District	Amount
Camille	\$ 12.00	St. Jean Baptiste	15.00
Finns	1.65	Shoal Lake	87.86
Rosenfeld	4.50	Rhodes	5.85
Lambton	21.00	King	10.00
Mary Hill	2.00	Mountain Gap	10.25
Raven Lake	27.70	Elkhorn (Room IV)	4.00
Listowel	15.00	Odda	3.75
Blumenort	8.43	Dauphin (Public Schools)	34.00
Norman	10.00	Alexander	20.60
West Rosser	20.00	Carberry	62.09
Beaconsfield	11.25	Patapun	7.20
Union	5.00	Gilbert	2.00
Virden (Collegiate)	13.25	Crandall	91.30
Ingelw (Happy Helpers)	5.00	Buffalo Lake	3.50
Lafortune	4.25	Lorette Centre	13.25
Chipping Hill	12.85	Welsh	5.65
Binscarth	30.00	Oakhurst	6.00
Bru	7.25	Shellbank	9.15
Moore Park	30.00	Norwood Grove	128.70
Elesmere	20.00	Glenlawn (Windsor)	112.35
Hartfield	5.25	McFadden	3.00
Ardal	50.00	Tache	6.00
Hiltonmye	23.00	Bell River	2.50
Elkhorn (Room 11)	8.00	Rice Creek	2.45
Flin Flon	30.00	Mountain Glen	17.05
Lavinia	10.00	Delta Beach	28.00
Woodnorth Jr. Red Cross	13.00	Calder	14.00
Smilever Branch, Moosehorn	3.37	Beulah (Grades V, VI, VII	
Norwood Collegiate	11.31	VIII)	10.00
Hochstadt	6.00	Hazel S.D. (Hazel Sunbeams)	3.50
St. Mary's Academy	200.00	Parkland	4.50
Friedensruh	2.25	Perch	10.15

School District	Amount	School District	Amount
Minnedosa Collegiate	10.00	Kemulch	5.50
Fannystelle	3.25	Bruan	2.00
Wicklow	1.30	Melgund	15.00
Pembina Penny Makers	5.00	Carruthers	4.50
Verity (Red Cross Helpers)	8.25	Armstrong Workers	2.32
North's Creek	5.00	Truro	8.00
Winkler	180.00	Moray	16.25
Dakota	80.00	Schoenwiese	7.40
Dauphin	129.32	Pierson	10.90
Kenville	36.85	Ralph Connor S.D.	20.05
Northfield	10.75		

April 24th, 1941

C. K. Rogers, Esq.,
Acting Superintendent,
Department of Education,
Province of Manitoba,
Winnipeg.

Dear Mr. Rogers:—

This will acknowledge with thanks receipt of your letter of the 21st instant enclosing a cheque for \$3,100.00 in favour of the Canadian War Services Fund.

In so splendidly aiding this effort on the part of our people to back the Dominion's fighting forces, the children of the Province have set an example to the entire population. Will you please convey to them, on behalf of the organizations comprising the Fund, our sincere appreciation for the sacrifices their contributions entailed. The response to this appeal throughout Canada has been most enthusiastic and the boys and girls of Manitoba have amply demonstrated that they are in the very forefront of the support everywhere being rendered this patriotic cause.

Yours very truly,

(Signed) L. D. M. BAXTER,
Chairman, Executive Rural Committee.

Radio Education : Demonstration by . . Sterling Fisher

Sterling Fisher, Director of the American School of the Air, who is making a tour of the principal cities of the United States and Canada, will be in Winnipeg, Thursday, May 29th. Mr. Fisher will give a demonstration, using a class of about 12 pupils, of how to receive and how to make use of a school broadcast. The broadcast itself will be "Key to the Great Lakes", No. 9 in the series "New Horizons". The demonstration will take place in the auditorium of Gordon Bell High School at 4.30 in the afternoon.

Mr. Fisher is probably the most noted worker in radio education on this continent. He has experimented with the problems of broadcasts to schools for a number of years, with the result that whatever he says on this matter he says with experience and authority. For that reason, and because the business of radio education has developed to a point where no one can afford to ignore its potentialities, every teacher who can possibly do so, is urged to attend.

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and SAVE YOUR SOX
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FOR WALKING BLOCKS
SPENDING MONEY
TIME AND PEP
HERE'S DOWNTOWN
AT YOUR DOORSTEP



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St. Regis
WINNIPEG

OVER 50% OF ALL ROOMS \$2.00 OR
LESS, SINGLE; \$3.00 OR LESS, DOUBLE

FREE PARKING SPACE

Alan H. Adamson,
Editor

The Manitoba School Journal

VOLUME 3
NUMBER 9

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The Minister's Page



The executive of the Manitoba Educational Association is to be congratulated on the splendid programme presented during Easter week. Annually this association manages and carries through the most outstanding educational convention of the year. Only those familiar with the magnitude of the task of organizing and directing such a convention can fully appreciate the splendid service rendered in this connection by the officers of the executive. To Mr. A. H. Hoole, the retiring president, to Mr. C. S. Gow, the secretary, and to all members of the executive we tender our sincere thanks and appreciation. The attitude of the Department is best illustrated by the fact that all of the school inspectors of the province were requested to attend the sessions of the convention as representatives of the Department. We wish Miss Boyce, the newly elected president, and the incoming executive, the same measure of success in this work. The Government of the Province of Manitoba is happy to be associated with the Manitoba Educational Association in promoting the public meeting held annually in the auditorium during convention week. The speaker this year, Mr. B. K. Sandwell, brought a most challenging message to those who had the privilege of hearing him. It is the intention of the Department to make the June issue of the Journal very largely a report of the proceedings of the convention.

* * *

In our Poetry Section of this issue we are publishing two poems by Donald Aitken, a teacher in charge of the Merridale rural school near Roblin, Manitoba. It is not the policy of this Journal to publish any poetry or articles merely because they are by local Manitobans, but we believe that these poems, first published in Toronto Saturday Night, have sufficient merit in themselves to justify their publication, and we are most happy to draw to the attention of the teaching profession the work of one of their own members. It is interesting to note that Mr. Aitken has done outstandingly good work in Arts and Crafts in his school, as well as showing poetic ability.

* * *

We feel that a Summer School course to justify itself must refresh the body as well as the spirit, and we believe that the Singoosh Lake Courses provide a mental and physical stimulation that are of tremendous value to any teacher. The regular course at Singoosh Lake will offer all the advantages available to students last year including the same outstanding staff of instructors, and with improved facilities in regard to living conditions.

Elsewhere in this issue will be found articles dealing with this regular course in Fine Arts at Singoosh Lake. The Department of Education is also sponsoring a special two weeks' Music Summer School to be held at the conclusion of the regular Singoosh Lake Fine Arts course, and the instructors will be Dr. Frederick Staton of Chesterfield, England, and Mr. Steuart Wilson, late of London and now professor of singing in the Curtis Institute, Philadelphia. The courses given will cover choir and classroom choral training and conducting technique under the direction of Dr. Staton, and courses in vocal technique under the direction of Mr. Steuart Wilson.

* * *

The Gimli Summer School course will again center around Community Leadership and Physical Training, and will be a credit course for all students taking it for the first time, irrespective of what other requirements they may need to complete their professional standing. The course will be under the direction of Mr. D. Bruce Moorhead, and to a very large extent he will have the same competent group of instructors who did such splendid work last year. The Department has purchased the property at Gimli and improvements will be made in the physical set-up. Elsewhere in this issue you will find opinions of teachers and others who attended the course last year, and we feel these give you a better estimate of its possibilities than anything we can say.

* * *

We would like to call the particular attention of teachers and trustees to the article appearing elsewhere in the Journal on contracts, and written by the Chief Administrative Officer. In past years when there was a surplus of teachers to choose from instances arose where school boards ignored the terms of the contract and discharged teachers in direct contradiction of the terms of the contract. During the last year or two when there has been a shortage of qualified teachers there have been several cases where teachers broke their contracts, and in some instances they did not notify the board with whom they were engaged. The terms of the present contract are of very great value to the teachers, and it would be most regrettable if the best interests of the profession as a whole were prejudiced by the thoughtless and entirely illegal action of some teachers in breaking their contracts. The great majority of teachers and school boards play fair with each other, but there will always be a small number who will not. The Department is considering taking drastic action in regard to any cases that arise in

(Continued on Page 24)

The Superintendent's Page



May is the month that brings an opportunity that comes but once a year. If this opportunity passes without action, a whole year is lost in a matter in which time is an important factor.

There are people in Canada who still believe that the western prairies are treeless. Eastern Canadians on their first trip west are astonished to find our streets beautifully shaded, our river valleys lined with trees of natural growth and the northern part of the province well forested. Our pioneers soon discovered that trees would grow here and those with vision lost no time in planting trees around buildings and along driveways. The Dominion government established nurseries to provide stock and aroused interest by sending forestry demonstration cars all over the west. Each year we find Manitoba more beautiful than the last. Soon miles of our highways will be bordered by rows of caragana, adding to the beauty of our countryside and arresting drifting of soil and snow.

What a change in the past fifty years! Yet much remains to be done. This is particularly true of our school grounds. It seems the old saying that what is everybody's business is nobody's business applies to many districts in Manitoba. The result is that hundreds of our schools stand out on the prairies bleak and unprotected. This is so unnecessary when trees can change the picture in a few years. Some hundreds of school sites in the province are surrounded by trees in various stages of development. Towns and villages took the lead twenty-five and thirty years ago. They now have mature trees. Rural school districts which followed these examples have shade in summer and protection in winter. Many districts have planted trees in the past six years and will soon be rewarded for their efforts. Many districts are now planning programs of beautification, and it is to these that this is particularly addressed.

Unless there is a teacher living on the grounds with some permanency of tenure, the trustees should assume responsibility, for a successful program will require continuous attention for several years. First there must be at least one or two summers of cultivation of the ground to be planted. This not only puts the soil in good condition for planting but conserves the moisture necessary to get the young trees well rooted. Many failures in the past have been due to lack of cultivation. A tree planted in a hole dug in the sod either dies or barely survives and grows slowly. A tree planted in well prepared soil has an excellent chance of surviving and with systematic cultivation will grow rapidly.

One of the chief values of a well-treed school site is the protection it affords to the playground. Trees keep the snow from piling around the buildings and break the force of winter winds, permitting outdoor

play even on the coldest days. Evergreens can be used to advantage for protection and they will, at the same time, provide beauty the year round.

Most rural schools are on three acre sites. Three acres are needed to allow room enough for a shelter belt of trees and still leave plenty of space for football and baseball. Where the site is less than three acres the possibility of enlargement should be considered before plans for planting trees are finally made. With a three-acre site a strip at least a rod wide can be spread all around the grounds. If more than three acres are available plans can be made for a snow trap outside the shelter belt.

Some parts of the province cannot grow certain varieties of trees with success. The elm, for instance, grows rapidly in the Red River Valley, but will disappoint if planted in lighter and dryer soils in the western part of the province. Manitoba maples will grow everywhere, so will caragana, and spruce can be used successfully over most of the province. The choice of varieties is then of very great importance.

Pupils should have a part in any beautification plan, first because there is an interest here which should not be lost, and second, because the success of the venture depends on them. If they are given a part in it they will be guardians of the young trees which can be easily destroyed in careless play. From the day the sod is first broken, pupils should participate. They should know why the ground has to be cultivated so long in advance; they should help in the planting, under direction, of course. Each pupil may be given a tree or trees for which he is guardian. Apart from the shelter belt, the ornamental shrubs and the flowers can be the responsibility of the pupils. As every rural teacher knows it is easy to get the co-operation of pupils in cleaning and beautifying the grounds. Many important lessons can be taught incidentally. The fact that it is a community effort makes beautification of school grounds an opportunity for an exercise in practical citizenship.

The Department wants to encourage beautification of school grounds in every possible way. A booklet on the subject was issued to all schools some time ago. Copies are available to replace any that have been lost. Arrangements have been made for the supply of trees from the Indian Head Nursery at the cost of carriage. Stock is ordered for any school district that has prepared ground for one at least, and better two years and when the inspector so recommends to the Department. The Nurseries ask that orders be sent in before the end of October each year for planting the following spring. Stock is shipped early in May, and the districts whose orders went in last October may expect their trees at any time now. They will be notified in advance so that there will be no delay in getting them in the ground.

Poetry You Should Know

A PRAYER

(by Lord Tweedsmuir)

O Thou to whom man's heart is known,
Grant me my morning orison.
Grant me the rover's path—to see
The dawn arise, the daylight flee.
In the far wastes of sand and sun
Grant me with venturous heart to run
On the old highway, where in pain
And ecstasy man strives amain,
Outstrips his fellows, or, too weak,
Finds the great rest that wanderers seek;
Grant me the joy of wind and brine,
The zest of food, the taste of wine,
The fighter's strength, the echoing strife,
The high tumultuous lists of life—
May I ne'er lag nor hapless fall,
Nor weary at the battle call.
But when the even brings surcease,
Grant me the happy moorland peace;
That in my heart's depth ever lie
That ancient land of sea and sky,
Where the old rhymes and stories fall
In kindly, soothing pastoral.
There in the hills grave silence lies
And Death himself wears friendly guise;
There be my lot, my twilight stage,
Dear city of my pilgrimage.

— § — § — § —

BRITAIN

Their home is broken. Friendly things
That warm the heart and soothe the mind,
About which pleasant memory clings:
The cupboard with old dishes lined;
The cat's own seat beside the fire;
The faded rug, the creaking chair;
All these were buried in the pyre
That burned with such a hideous glare.

Their home is broken; at their feet
Their roof-tree shattered. Nights are filled
With shreds of slumber, broken, fleet,
And shapes, in vast destruction skilled.
Their gayest streets are ghostly vales
Where death drops nightly from the skies
Until the tortured heaven pales
And they go forth with weary eyes.

Their home is broken; stone and wood,
Leather and china, brick and bone
Have not the frightful storm withstood.
Impregnable, untouched, alone,
This Britain's soul, unbroken yet,
Enshrined within her humble folk,
Stands fierce and firm, nor will forget
The slaves beneath the madman's yoke.

—by Donald L. Aiken.

— § — § — § —

EUROPE, 1940

(Words written for Sibelius' "Finlandia")

Lift up your heads! Defeat is not the ending,
Though o'er this stricken field the sky is grey,
Still in our hearts our dream are we defending
That we may strike our chains away,
And, strength and courage to the faint of spirit lending,
Open their eyes to see the day.

Fierce though we sing, still fiercer is our striving.
Freedom which dreads no dungeon, chain or key,
Rids us of fear, gives genius to our cloaked conniving,
And sacred fires that we may see
Each symbol of our beaten people's hearts reviving
To cry at last, "We will be free!"

—by Donald L. Aiken.

Books You Should Read

WAR LETTERS FROM BRITAIN

(Edited by Diana Forbes-Robertson and Robert W. Strauss, Jr.)

We read every day in the newspapers and hear every night over the radio lurid stories of death pouring from the skies on the cities and hamlets of Great Britain. We try to picture what life must be like under such conditions, try to imagine what the ordinary person feels and says and does—but it is nearly impossible. Stories and news dispatches, no matter how ably and vividly written, cannot give us the real feel of life in the beleaguered isle. The nearest approximation that can be had is a reading of these letters from all types of people from all parts of the island, written in almost all cases with no thought of being seen by eyes other than those of the friends and relatives to whom they were sent. Here is the very warp and woof of life itself, as reflected in the lives of clerks, housewives, writers, airmen, soldiers, members of the Government, clergymen, and innumerable others.

Vincent Sheean in his foreword says this: "The British Isles have borne attacks since June and have weathered them with unshaking spirit. Since September the attack has taken the form of indiscriminate all-night bombings in the London area, the heart of the work and life of the people: nearly ten million people live in that area, and every night they are subjected to the random rain of bombs in every category, high explosives of all weights, time bombs and incendiaries by the thousand. An unequaled civilian volunteer service works all night long under the bombs giving aid to the sufferers, finding and surrounding the time bombs, quelling and limiting the fires. No sign of panic or of running away from London has been seen. Every day men and women go to their work at the accustomed hour, although they can be sure neither of arriving at their destination nor of finding it intact when they get there. Their nights are sleepless and terror-ridden, their days broken by incursions and interruptions, and yet they stick to their work, in high spirits and at times with unquenchable humour even in the midst of disaster. It is difficult to believe that any other people in Europe could endure what they are enduring.

The letters in this book give a good idea of the indomitable spirit of the English people. The letters were written without any thought of publication and they are obviously the unfeigned and unvarnished expressions of what their writers have felt as the world reeled on to catastrophe. Wherever a flicker of the old spirit of humanity survives there arises the ardent hope that the British people will endure until the day when the fantastic aberration of National Socialism is no more."

On another page of this issue we quote several of the letters. We recommend them to your attention.

I LIVE ON AIR

(A. A. Schechter)

Practically every reader of this Journal will have listened to news over the radio, and this book is a gossip account written in everyday English describing how the news is gathered, giving an interesting account of particular broadcasts, especially the broadcast from the centre of a great pyramid in Egypt and the breathless, blow by blow, description of the sinking of the Graf Spee. There is an element of sensationalism about the writing that makes us hesitate to recommend the book but the information will be found interesting and novel.

CANADA SPEAKS FOR BRITAIN

by Charles G. D. Roberts — (The Ryerson Press)

This little pamphlet contains a collection of poems written during two wars by one of Canada's foremost poets. Its chief merit, aside from the polished lines and metres is the author's vision of hope even in the midst of the most catastrophic world events. The last lines of the last poem catch significantly this ability to see beyond the immediate tragedy:

Death but the travail-pang of life,
Destruction but a name.

Letters From Britain

[INSTEAD OF EDITORIALS WE ARE THIS MONTH AND NEXT MONTH REPRINTING COPIES OF LETTERS WRITTEN FROM GREAT BRITAIN DURING WAR-TIME AND SELECTED FROM A BOOK ENTITLED "WAR LETTERS FROM BRITAIN", WHICH IS REVIEWED IN THIS ISSUE]

A Letter from the Archbishop of York to the Girls of St. Hilda School on the Eve of Their Departure to Canada

Bishophorpe, York, June, 1940—I wish I could come over to say to you all a few words of God-speed as you start on your migration. You leave us that you may be more certain of giving England in the future the service which the school trains you to give; and also to give more freedom of movement and action to those on whom must fall the main burden of defending our land and with it our heritage of freedom, justice and truth which we hold in trust for the world. So do not think of your going as a selfish securing of safety, but as an adventure for further service when the opportunity returns.

You go to a country of common tradition with our own, and will quickly feel at home there; but also you go as representatives of the Mother country around which her Dominions are gathered to fight for the cause of all. You will, therefore, have the inspiration of feeling that you have the privilege of upholding in that country all that is best in our own. You will keep your eyes open, and learn much from the life of Canada, and bring this back for our advantage, but all the while your hearts will be turning to England—to your own homes and to the school itself, and your love and loyalty will grow stronger through the fact of separation.

God bless you all, and keep you safe from evil of body and of soul, and bring you back to us strong in spirit, mind and body to help in fashioning the life of the new day when the darkness passes and the dawn of justice and peace is come.

* * *

Extract of a Letter from an Englishwoman to the Canadian Maple Leaf Fund

London, September, 1940—If it were not so tragic and heart-rending it would be amusing to watch Anne preparing for bed. She puts an identification card on the cage of her bird, Peter, with a little packet of seed on one side—places the ironing board and my cooking board on the kitchen table and puts Peter underneath. She then sits upon the mattress on the floor and closes her eyes and putting out her little hand she says with eyes still closed, touching each thing in turn, "Warm robe, overcoat, slippers, overshoes, gas mask, air raid rations," then feels around her neck and says, "Identification disc", and then, "Good night, Mother, sleep well." That babies have to do that is dreadful and breaks our heart—we can just hope and pray that when victory is ours—and it will be—that God will help them to forget.

* * *

From Edith J. Lyttleton, English Author, to a Friend in America.

July, 1940—Even the oldest inhabitant cannot remember a lovelier spring and summer. Is it that the long and bitter winter has nurtured the close sheep-bitten grass to a fairer green, lit the stately chestnut trees more fully with their pink and white candles, brought more bluebells and rosy ragged-robins to star the hedge rows so snowy with hawthorn? Or is it that the nearness to destruction of all this beauty we so love has opened our spiritual eyes? Both, perhaps. Denial bravely borne does bring its reward of loveliness; danger does open the spiritual eyes of the British people.

I have seen so much of it lately in a little village where folk go on weeding their pretty gardens and training roses up the old timbered walls known to Elizabeth's men and others before that. A thrush sings all day in the big oak outside my window, and nightingales call to each other through the warm nights. So peaceful a land. Yet there are gun-emplacements on one side of our front gate and barricades on the other, such as one finds all through England today, and on still nights one hears the roar of guns across the Channel through the nightingale's song.

Soon we shall hear the guns much nearer. Our rulers,

who know the proper way to talk to English folk, tell us that we shall be bombed, we shall be gassed, we shall be invaded; for our Forces who have so much to guard cannot guard us fully. So be it. The invader will not stay for ever; and though some of us may not see him go we know that he will go. There never is and never will be any doubt in the British mind as to that. Careless and casual we may be when all goes easily, but when danger comes we gird our loins and make our little jokes and plan what we shall plant in the garden next year. The Devil himself (and we know that he is abroad) can't break a people with this spirit. Except for a very rare hysterical female I think I can say that the women of England are as brave as their soldiers. We are up against great things, and such make the soul great.

Daily I work at a Red Cross Depot, making bandages and operation shirts, and the women, drawn from all parts of the country and working hard and steadily, for the need is great, are so full of cheerfulness and kindness that it is good to be with them. Many of them already know what war means at first-hand. But we don't speak of this war or of what lies before us. That is too deep.

Hitler has said many times that he means to exterminate the English as he is trying to do with the Poles. He can never do it with either, for he does not understand that there is a spirit which will rise again so long as one drop of the immortal blood of fighters remains.

England's Empire will continue the fight, even though England be temporarily over-run . . . and we will not believe that yet.

The days are not so difficult. It is in the long wakeful night hours that one thinks of all we could not save. Of the lovely forests of the Ardennes where I have walked the smooth red roads so often—now burned and blasted into wreck. Of sturdy old Antwerp with its exquisite Mesonier triptyches—now bombed into the ground. Of Amsterdam with its clogs set primly either side the white-washed steps, its queer roof-trimmings like blanket-stitch, its solid buildings so like the Dutch themselves—now three miles of smoking ruins!

I think of beautiful Copenhagen, now given over to the Gestapo. I think of dear kind Norway where I spent all last year; boating and bathing in the blue fjords edged with miles of pink thrift or great granite rocks like their mountain trolls. I learned so much of their sweet national customs; the bonfires on every headland on Midsummer Night, with all the women in their national costumes singing folksongs and giving cocoa to everyone drawn by the blaze; the Skaal to Norway drunk with such solemnity in aqua vit; the gracious thanks and handshakings to our hostess after meat; the pretty little curtseys from every passing girl on the roads. . . .

The young husband of my friend there went off at once to fight with the Finns and I do not know where he is now. The last letter I wrote my friend before the occupation of Norway was returned with the German intimation: "Postal services closed." No word comes in or out of Norway now . . . and I have so many friends there. My friend's husband would never allow ill to be spoken of any. There is good in us all, he said; telling with such pity of the thousands of starved German children whom Norway nursed back to health after the last war and almost incredulous even when he saw it in print of the fact that for three years England allowed condensed milk through the blockade for the children until she found that it was all being used for munitions. "Surely no one could be so cruel to children," he said. Now that all Norway knows that it is those children with their knowledge of Norwegian language and districts who have been the most prominent in the betrayal of Norway I wonder if he still keeps his wide love of humanity . . . if he still lives.

It is a moral support to me to find that I do not want to desert England now and return to Australia as so many of my friends urge me to do; that I do not even want to leave this dangerous little coastal village for a possibly safer place. And if England can make one weak woman feel this how great must be her spirit. England has fought the world alone before. If need be she will do it again.

Gimli Leadership Camp

FOREWARD - D. Bruce Moorhead, Director

Gimli Leadership Camp will operate again this year. Details of the course are outlined in the bulletin prepared by the Department of Education, entitled "Manitoba Summer School, 1941", which every teacher in the province has no doubt seen.

In the two years the camp has operated approximately three hundred students have attended. The course was originally intended to produce leaders to operate Community Youth Centres under the Dominion-Provincial Youth Training Plan. Because the Community Youth Centre project was administered by the Department of Education, teachers were encouraged to avail themselves of the facilities of the Gimli School.

There was a three-fold object in offering this course to teachers. First, three professional credits were given for those who completed the course to the satisfaction of the staff. Second, teachers heading up Community Youth Centre work would receive the extra remuneration involved. Third, the problem of supplying trained leadership in the recreational field and the field of citizenship was becoming progressively more difficult.

There are, of course, many other objectives. The school provided special training in physical education, with a generous allotment of time. Subjects allied to the recreational field could be included, and special training in Public Speaking and Drama provided. A Health course synchronized with a physical education program was also possible and the more general subject of community needs was made a feature of the course.

A special course was also set up which for want of a better name was called "Citizenship". There are many who contend that citizenship cannot be taught and I am inclined to believe that this is true. None however will gainsay that citizenship can be lived and this is exactly what we are attempting to do at Gimli. The camp itself is a practical demonstration in the art of living together. The courses are intended to enrich the actual living process and are so directed.

There is a further objective and a very important objective. In the intensified five week course the teacher may acquire techniques and skills which can be incorporated into the teaching process or used in community service.

The citizenship course whether it is rightly named or not embraces a wide field. Contemporary problems are discussed in panel groups or in study groups. Civics is vitalized in public meeting and parliamentary procedure. Outside speakers selected for specialized knowledge in their respective fields are frequent visitors. This year's agenda includes such problems as war effort and post-war rehabilitation. Definite problems in community service are presented and discussed. Groups are encouraged to express opinions and to offer solutions. This year more time will be devoted to this particular phase of the camp activity.

It is contended that the good citizen has need of a strong healthy body, and a knowledge of the laws of health. A good citizen must be alert, informed and enthusiastic about public problems and public duty. He must be able to express his opinions clearly and do so without confusion or



There are experts in every field of physical activity at Gimli



Catch-as-Catch-Can at Gimli

embarrassment. The various camp activities are centred upon the ideal of good citizenship, whether it be in the field of physical education, health or other group camp activities. All are correlated to develop in the individual the ability to be a good citizen, and to impart the knowledge acquired to others.

The staff this year will be the same as other years, with some minor changes. In the main, the course will remain the same; but here too, adjustments have been made to meet the special problems of leadership due to the war. The course has heretofore served the dual purpose of Community Youth Centres and the school. This year the Gimli Summer School agenda will be prepared with the specific purpose of serving the needs of the school. As such it becomes a teacher training course, and should be considered in this light.

Recently a questionnaire was sent to all ex-students of Gimli Summer School. This questionnaire listed all the social activities carried on in the average community. The results reveal a very wide field of service is covered by these ex-students and a varied contribution made to the life of the community.

An attempt was also made to assess the value of the course to the student personally, the value of the course insofar as school activity was concerned, and finally the value of the course to the student in relation to the community at large. From the many communications received, the following are representative and indicate the student reaction to the work at Gimli.

* * *

Impressions of Gimli

Kathleen King, Mary Cuff, Winona Blackwell,
Brandon, Man.

We consider the five weeks spent at Gimli one of the most enjoyable times we have ever spent. When we thought of going there we must admit it was the holiday aspect mostly that appealed to us. When we left we felt the holiday was of only minor significance compared with the more important things we received.

The theme or the prevailing note of the camp life was citizenship. In everything that was done, from our pranks to our lectures, we never lost sight of this theme. There was something about the camp which we had never felt before, something which cannot be labeled but can only be felt. We might call it the spirit of the camp. We had our lectures and class discussions on citizenship, from which we learned much, but it was not in these classes where we really felt citizenship, it was in our associations with our fellow campers that we felt the real spirit of citizenship. Our fellow campers were interesting too. There were almost as many different types of personalities as there were people in camp. The academic standings of the campers ranged from Grade X to Ph.D. and there were also many nationalities represented. But these differences had no adverse effect on the harmony of the camp and Mr. Moorhead and his staff were always good examples of citizens to follow.

The discussions, carried on mostly by the students, made each student really think. If he had not been actively conscious of world affairs and social conditions before going to camp, he could not have left without being inspired to do his part, no matter how small, in bettering the conditions of his country and community.

Not only did he receive the inspiration to do his part, but he was shown how to do it. There were classes in public speaking and dramatics and interesting and entertaining

debates were carried on. We had our glee clubs which were not only entertaining but also educational.

Physical training was a big factor in our camp, and it was a good means of teaching citizenship. There were so many forms of physical training that everybody could enjoy it. There were formal exercises, tap dancing, tumbling, pyramid building, track and field, swimming and games. Throughout the entire five weeks we did not have one class repeated.

We were not required to take any examinations to make us acquire and retain the knowledge so generously given. It was all so interesting and we found it so necessary to make of ourselves better citizens that it was no



"I'll amputate his Reveille,
And step upon it heavily,
Then spend the rest of my life in bed!"

effort to retain it.

Probably the most important factor in the making of good citizens is good health and at Gimli our health was certainly taken into consideration. To begin with, we were all given a physical examination. A nurse was always there to treat any ailments. The cooking staff prepared excellent meals, and to our knowledge there was nobody who lost weight, and most of us gained some. We were in the fresh air practically all the time. Seldom did any of us enter a house. All our classes were in the open and the huts in which we slept were open. The hours were good; reveille at 6.45 p.m. and lights out at 11.00 p.m.

Another important factor which entered into our camp

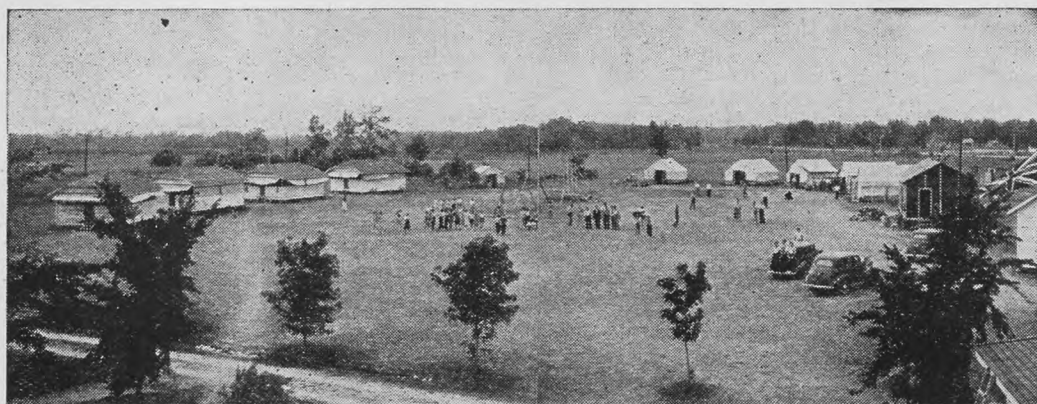
life was the recreation. A spirit of fun prevailed at all times. There were camp fires and other evenings of amusement for which each hut in turn prepared the entertainment. There were competitions in soft-ball, basket-ball, volley-ball, and tennis. There were evenings of dancing in the open, and sing-songs. There were even classes in social recreation, where we learned to take charge of such things ourselves in our own communities.

Since leaving Gimli we have continued to sing its praises to any listening ear, and we are afraid at times to unlistening ears. We have also never failed to recommend it to teachers or to anybody who is interested in learning how to better the spirit of citizenship in the community.

Gimli Camp—What it has Meant to Me

Pauline McArthur, Binscarth

To me personally the course at Gimli Camp has been invaluable. I had graduated from College, and taken a teaching course, without ever having taken part in extra-curricular activities, such as would help develop confidence in my ability to take my place in community life. At Gimli Camp I discovered that I had certain abilities which could be useful in a community. The course provided sufficient well directed training for me to feel really enthusiastic about serving in my community, as well as I was able.



Gimli Camp — A Panoramic View

I cannot think of a course which would have done more for me personally. I have often felt that as an individual, my Gimli Camp days have made me much more valuable to the community.

In my work as a teacher I have been constantly appreciative of the training I received there—physical education, folk dancing, speech training, dramatics—just to mention a few. All these things have definitely assisted me in my teaching.

In the community I have helped lead a Youth Training (Community) Centre for two years, and I have felt that these centres make a very real contribution to the life of the community. When I think of my own school life (we didn't have physical education) I remember how I used to wish for a gymnasium in our village. A Community Centre would have meant a great deal to me, so now as a leader of one, I have felt great satisfaction in being able to help young people develop the type of personality that will make them better citizens. All the various activities of the centre have proved themselves important in the development of the young citizen.

I am convinced of the value of the work being done as a result of Gimli Camp. Particularly do I feel convinced of the value of the work being done in Citizenship. Before Gimli, many of us were groping in the dark for something, which was found in Citizenship. The first summer at Gimli

aroused a desire to relate one's self in some definite way to one's country. Perhaps it was the awakening of a national consciousness which had been dormant. This awakening was realized through the guidance and leadership of Mr. Moorhead. We tried to express ourselves, but usually failed. Mr. Moorhead expressed our beliefs for us—and we would like to continue under his leadership at Gimli Camp!

Gimli Camp—What it has Meant to Me

Wilfred Book, MacGregor

What did Gimli Camp mean to me? As an individual and as a teacher it meant a great deal, which increases as time goes on. Suppose we look at the individual side first.

Anything that is interesting is worthwhile; and Gimli Camp was, above all, interesting. In the first place, the people gathered there were enthusiasts, eager to learn, and not ashamed of their eagerness. That in itself is interesting in this sheepish world. Add to this the fact that there was an almost infinite possibility of learning, with the course what it was, and the instructors who they were. What could be more interesting than a collection of people full of zeal to learn new things, and a group of instructors with all the facilities and abilities to teach those things?

Gimli Camp annoyed me; it still does to a considerable extent. But annoyance, I think, is stimulating, and prob-

ably I irritated Gimli quite as much as it annoyed me. Frankly, I have not often heard from students and instructors alike, so many queer and faulty ideas. The place was overrun by men and women with messages, which they gave to anyone at the slightest provocation. It was disgusting—that's what it was! But it was stimulating, mentally and spiritually, and God knows we need to be stimulated! If my friend in the next bunk was a drivelling idiot with his head in the clouds, I told him so. He likewise found occasion to inform me of my degraded condition. If the instructors and visiting lecturers

were unbearably patriotic at times, we talked them over, and developed a critical attitude. And to their great credit be it said, that in the majority of cases they welcomed a good hot discussion, where they could—and did—defend their ideas. Yes, Gimli Camp annoyed me, angered me, bothered me horribly; but I couldn't ignore it, nor the things it represented. It stood for citizenship, it worked on citizenship, and it challenged every member to live up to its demands on his idealism.

With all this talk of stimulation and idealism and argument, perhaps you have the idea that the camp was merely a discussion group. You are wrong. The course was primarily a practical one. Its aim was the teaching of citizenship—and citizenship is not a matter only of discussion. Consequently our bodies were racked and torn by a series of sadistically inspired exercises, administered by a group of supermen. Our emotions and self-esteem were continually shocked by a brutally frank dramatic and public speaking coach, and his kinder but equally penetrating partner. Our dignity was constantly in a state of battered submission, due to the efforts of a buoyant instructor in the planning of social evenings. And when we wilted we were called upon to demonstrate exercises next day, or direct or act in a play, or give a two-minute speech; and the criticism then was voiced, not by the instructors, but by the treacherous and horny-hearted students, who would

expect—and get—the same treatment when they tried the job. Still, the feeling of comradeship, the give-and-take of criticism and praise, the undercurrent of co-operation in spite of apparent heartlessness, were inspiring to all of us.

I like eating. I was fortunate in this respect, for I could appreciate the meals at camp that much more quickly than the poor unfortunate who merely ate to live. To put it mildly, the meals were not meals—they were masterpieces. I say it without fear of contradiction; for even a vegetarian with a pious outlook on life would—and did—succumb to the wiles of the kitchen. There were, I think, three people in that camp who didn't put on weight. And we were constantly on the jump, physically and mentally, so I think it must have been the food. The three queer people were constitutionally emaciated; they ate enough, I know.

A word about the staff. All I can say is that someone must consider that camp to be a highly important place, because you don't find such men instructing anywhere. Every one of them, I thought, was a master in his own right. Each was an authority—an expert, in his field. And each was, moreover, an expert in courtesy, tact, and understanding. It is hard to tell how much that staff meant to the campers. They had none of the educationist attitude of imparting gems of knowledge to a hungry throng; none of this busy executive appearance; and yet each one was a busier person, I am satisfied, than the majority of busy executives. I think every student was keenly aware of the never-ending patience, the good humour and tolerance of these people. The veriest dabbler and the most conceited hot-head were alike treated with real, comradely understanding. Such methods should bring results, you will say. They did at Gimli.

I could continue along many other lines, looking merely from the individual point of view. I could mention the fun—the sheer, unadulterated, unplanned fun. The camp-fires, with the stench of some of the amateur plays and poetry, will long remain with me. . . The mudfights were epic. . . Certain lively individuals had no conscience about practical jokes. . . But it was all fun! I could mention the new friendships—real friendships—which came into being. If you see a man clad in a pair of shorts and a sun-tan (in spots); or a girl in a "Greek gown", and still become friends, then in ordinary life that friendship will not die. And finally, as an individual, I could mention the purely physical sense of well-being that the camp left. We all felt ready and able to cope with anything, on any terms whatsoever. Brown, strong and fresh, we met the Fall term with a glint in our eye, and a strong, happy feeling of self-reliance.

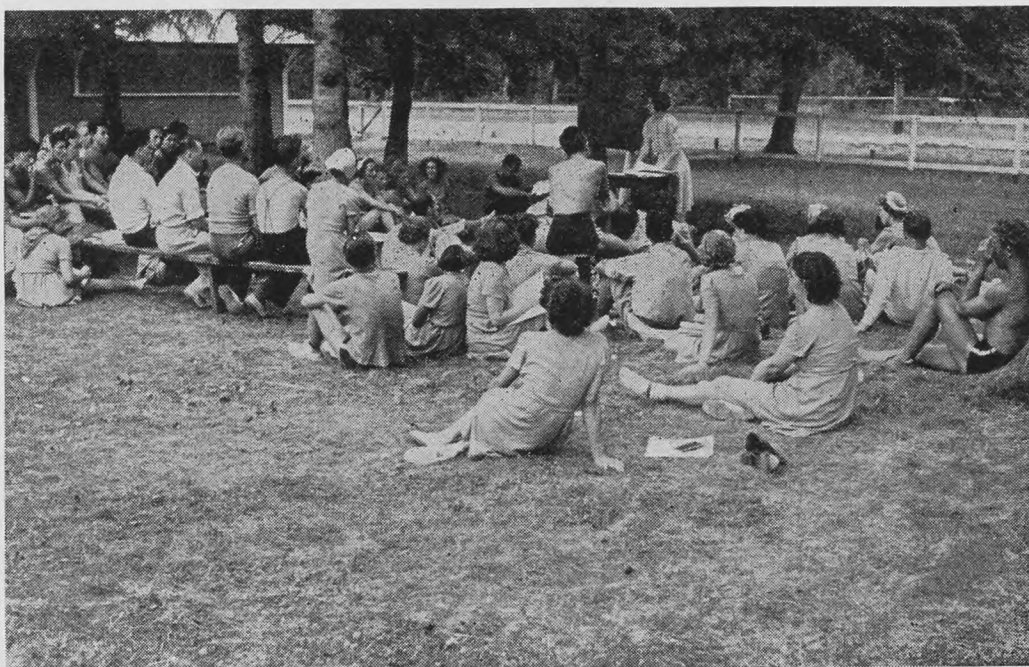
Now consider the camp professionally. I am a teacher of high school English, French and History. My hobby is scouting. I enjoy athletics of all kinds, and have to coach the school teams. With these requirements to fill, what did I find the camp had to offer? The answer is, a tremendous amount.

In English, the curriculum is swinging more and more towards the practical application and use of our tongue. Dramatics and public speaking are integral parts of this, and so I have found the Gimli course to be of real importance this last year, in countless ways in the English field.

Citizenship, too, believe it or not, is increasingly a part of any social subject, and I maintain that English is a social subject. Again I have found Gimli more than useful. In History, there is a course given on "Civics". You remember it?—dreadful stuff! It is dry, horrible and outdated. It needs revitalizing. And an injection of Citizenship has done this in my classes.

In the realm of Physical Education, where facilities are few and limited, the camp training comes perhaps most into its own. The work is done not only in the school, but also, and sometimes more extensively, through other agencies—in my case, through the Scouts. And yet, in the school, too, the track and field meet must be organized, the ball and football teams trained, the hockey team coached. All this is immensely easier after my Gimli course.

On looking back upon the year that has slipped by since Gimli days, I am more and more convinced of this fact: that not one moment of it was wasted. In the actual instruction of skills and methods, I found and could find no room for question. In the realm of ideas, I found myself often differing strongly—not with the spirit in which things were said, but with the ideas themselves. And in differing



Open Air Discussion Groups

I had to think; in thinking, I had to do a lot of mental housecleaning. I was shocked, tormented and angered mentally—granted. But I was tremendously stimulated, which, I believe, is true education.

In a time of doubt and terror, of questionings and strivings, of heartbreaking effort and dreadful woe, it is good to have a memory of something like Gimli. It is a precious memory, of fun and foolishness, hard work and pleasant, of stimulating and invigorating companionship and instruction. If I ever feel that any one thing influences a person in any one way, I am sure that I shall feel that about Gimli.

An Appraisal of Gimli Camp

M. Ray Loree, Binscarth

My decision to attend the six weeks' Youth Leadership Course at Gimli in 1939 was one of the wisest decisions I have ever made in my life.

That summer restored my health which had been very poor for a few years previous. I entered Gimli that summer weighing 132 pounds—badly underweight. I left

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**Family Herald and Weekly
Star, Montreal**

weighing 148 pounds. Naturally with my improved health I am teaching better in all subjects, and for the first time I am teaching Health effectively. The Health project I started throughout the school last year has resulted in better attendance. The students of my high school are health-conscious and are taking a much greater pride in the care of the body. As a result of Gimli Camp, I became health-conscious—my pupils became health-conscious.

One of the greater benefits I derived from Gimli was the personal contacts I made. Living with other people under the informal atmosphere of the camp gave me an understanding of human nature I did not possess before. The actual courses, given by our Director and the other instructors at the camp, were very valuable—I have used them a great deal in my teaching and in community work. But getting to know our Director and instructors has been of much greater value to me. Because I have known them, I feel I am a better and a wiser person. The opportunity of hearing the visiting lecturers to the camp was an intellectual stimulus to me. And living with 150 people as at Gimli was an education in human nature in itself. We exchanged ideas on teaching, we talked together on every subject imaginable. My two summers at Gimli have resulted in a much more healthy attitude toward people. I like more people and understand my pupils better than before. This broadening of outlook, this better understanding of people, has helped my teaching and aided my work in this community.

Gimli Camp has made me a better citizen. No person could possibly attend Gimli Camp without becoming citizenship-conscious. In our citizenship classes I realized more fully than ever before the importance of teaching this subject in the school and community. For me the idea was new that the development of such qualities in young men and women as loyalty, co-operativeness, kindness, and a sense of responsibility was definitely related to community and national problems. Good citizenship was put into practice on the Gimli campus. It worked—we had democracy at its best. I have tried to put into practice these ideas and ideals at Binscarth. Citizenship has occupied a definite part of our Youth Training programme during the past two years. We have had group discussions and lectures, we have aided in concerts for worth-while societies, conducted a Listening Group, staged a Mock Trial. The teaching of citizenship has occupied much more of my time in the classroom than it had before attending Gimli. I feel certain that the young people of this town have gained and that both my high school students and Youth Training classes have a much keener appreciation of the ideals of democracy than before.

At Gimli I learned practically all I know about teaching physical training. I have put this knowledge to use in my school, in my Youth Training class, and in the Binscarth branch of the M.V.R., to which I gave a P.T. class once a week last fall. The students of the Binscarth School enjoy Physical Training. They are conscious of the value of exercise. In the High Schools as in the Youth Training class, you can plainly see the actual physical benefit to the student of a good, varied physical training course.

I believe that Gimli Camp will play an important part in developing better teaching in the province as long as it continues to have inspired leadership. As a result of Gimli Camp I hope to see Physical Education take its rightful place in the schools and methods developed for effectively teaching citizenship.

Summer School Courses in Technical Education

by R. J. JOHNS

DIRECTOR OF TECHNICAL EDUCATION

THE purpose of this article is to provide for teachers additional information about technical courses to that given in the Thirty-second Summer Session Syllabus. As announced in the syllabus, the Department of Education is again offering courses in Arts and Crafts, Homemaking and General Shop. In offering these courses, the Department has in mind the beneficial results that accrue to schools whose teachers go after taking such courses. We have learned about these results from inspectors, students, teachers, parents and from our own visits to schools. Following these inspiring and informative contacts, we often wish that all teachers could share these experiences with us. Frequent letters from teachers and pupils tell us that every student is present on the day that Practical Arts is taught and that this is the afternoon to which they look forward with interest and expectation.

Underlying this urge in students to do things with their hands is an educational philosophy. A student's desire to handle, design, construct and create things springs from a desire to be natural. Dr. Ballard once said: "The hand was the first teacher". In fact, the use of the hands, eyes, ears and brain are the distinctive characteristics of the education offered in technical classes. This procedure of learning applies with equal strength to the activities of boys and girls alike.

The realism associated with these educational practices moves many teachers who attend these classes during the summer session to exclaim: "My! I am not a craftsman, but this work is certainly most fascinating and enjoyable." Teachers soon learn that each achievement provides new and increased satisfactions and that the only method by which these gains can be earned is by perseverance and practice — the would-be doer learns to do by doing.

The Department of Education is fully aware of this principle of learning. Therefore, we plan to make all technical courses conducted during the summer session as practical as possible. While devoting considerable attention to practice, we are fully convinced that the ideal educational out-

"If ever I am a teacher, it will be to learn more than to teach"—Mad. Deluzy

"The teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron."—H. Mann.

come in this work is not only the capacity to do a job well, but also to master the theory of it. Increased job intelligence and job pride usually result from activity in such a learning situation.

Even in teacher training classes, we have learned that there are individual differences and we have provided for this condition. This is particularly true in the practice periods. Students can follow their natural interest and speed of advancement without retarding the progress of other members of the class and conversely, the fast workers, without interference, progress at their own maximum speed. Under these learning conditions, the interest factor is usually high and no one student needs to be embarrassed in the company of more experienced students. Students attending Summer School see this technique in action and learn from it. It has come to the writer's attention that teachers return to their schools with a working knowledge of this method of meeting individual problems. In fact, they have used it in their schools with satisfying and profitable results.

Because handicraft activities strike deep into the primary instincts and impulses of learners, teachers qualified to teach this work find it pleasurable and easy to awaken interest and kindle enthusiasm in students. Many students who discover themselves in these activities learn, probably for the first time, to use books with interest and purpose. It has been said that to know what a boy likes is to know what he is about to become. Teachers trained in the art of working and learning with students in craft work find it comparatively easy to use this natural student interest to open new avenues of interest in learning. Arithmetic, algebra, geom-

etry, art, drawing, reading, writing, science, geography, history and design, all have real meaning when integrated with the making and doing of things that have practical life values. Learning in this way does not lessen the cultural value of school work—actually students' interests are deepened, experiences broadened, knowledge increased and characters strengthened.

When offering Summer Courses to teachers in Arts and Crafts, we know that those teachers benefiting from this study will return to their schools with an expanded and enriched technique of teaching that will not only help to create a stimulating school environment, but will give personal satisfaction to teachers in seeing students learn easily and well.

The Homemaking course that is being offered will also provide exceptional and valuable experiences. Teachers who expect to return to rural schools will have an opportunity to learn, among the several activities offered, how to organize and prepare a noon-day lunch. Concomitant with this learning unit, teachers will be taught how important lessons in health, foods, table service, hospitality and budgeting can be provided for their students. The noon-day lunch in our rural schools can be made in this way a vital part of the activity of homemaking education. The Summer School syllabus gives further details of this invaluable course. If teachers wish additional information about their own particular problems that relate in any way to this course they should not hesitate to write to the Technical Branch. We shall be delighted to help you.

The General Shop is planned to meet the crafts and professional needs of both men and women. If teachers have any particular organization or teaching problem associated with any type of school, we shall be happy to give assistance. We aim to meet the needs of the rural, town and urban schools. Please write to us if you are interested in obtaining definite information about your problems and in what way, if any, we might be able to help you in a summer session of Arts and Crafts, Home-making and General Shop.

THE life of Cora Hind is one of adventure, romance, achievement, and inspiration. It has in it the purpose, strength, and growth of the primary forces of the earth, which call to mind a full grown tree—a giant of the forest.

Where did the life of this woman begin, and how did it unfold? Ella Cora Hind, born in Toronto in 1861, came from Huguenot and English stock on one side, and Irish Loyalist on the other. Her father was a skilled craftsman, a mason and stone-cutter. By the age of five, she had lost both her father and her mother, and with her two young brothers went to live with her paternal grandfather on his farm in Grey County, Ontario. Her father's sister, Alice, was with the grandfather, and became a mother to the little girl. Cora recalls these years as an important and decisive growing period in her life. First there was the grandfather who talked with her about the fields and the flocks, and developed in her a deep love of the soil, and an interest and understanding of crops and animals. Then there were the two brothers. To be accepted by them, it was necessary for the lone girl not only to be their equal, but to excel in the achievements of boys. This must have been a very good training for the girl whose life work was to associate her with men. At this stage, however, it was anticipated that she should become a teacher and she wrote her first examinations in July, 1882. That examination proved a turning point. The good aunt, having seen her three charges on their way to earning their own living, had decided to come west, join some other nephews in Calgary, and go into business. Manitoba, new province, was clamouring for teachers, so why not take the budding teacher along and let her start there? And so they started out and on a hot, wet, Sunday night—7th August, 1882—they landed in Winnipeg.

But it was the old story of the best laid schemes of mice and men: she—Cora Hind—had failed in Algebra. Was she sorry? For the old aunt—yes; but for herself, she had never wanted to be a teacher. Although she had honestly done her best, she would not take a permit, and try again.

What it meant to the old aunt no one knows. She had made her great renunciation many years before, when the father of these children had died, and she had given up her marriage in order to care for them. The niece only learned of what she had done for them two years before she died.

But in September, 1882, they were in Winnipeg, the aunt's plans all upset, and the C.P.R. not nearly completed to Calgary as they had been told it would be, when they left Ontario.

What did Cora want to do?

She wanted to write. She went to see Mr. W. F. Luxton, then editor of the Free Press, but he made it clear that there was no place for a girl on a newspaper. Temporarily that door was closed. However, another was to open. She needed the services of a lawyer for the signing of some family papers on her coming of age, and went to Chief Justice Howell. He was interested in the young woman, inquired about her plans, and suggested that she take up typewriting, telling her how he had seen

GREAT CITIZENS

DR. E. CO

by Mrs. Norman C.

girls doing this kind of work in New York. The idea appealed to her so much that she went straight to the office of a typewriter firm, rented a machine, and went home to learn to operate it. After a month she returned the machine and was told that the law firm, Macdonald, Tupper, McArthur and Derter, had purchased a machine but had no one to operate it. Cora applied for the position and was engaged at \$6.00 a week. She recalls even now with pleasure, her experience in this office of distinguished men, where she remained for seven and a half years. The political policies of Manitoba, both Liberal and Conservative, were conceived and fostered in this office. This must have meant periods of intense excitement and stirring events for everyone, including the young typist, whose task it was to receive and type the ideas and plans of the different leaders, including Sir Hugh John Macdonald, at one time premier of Manitoba, and the Honourable W. J. Tupper, until recently Lieutenant-Governor of Manitoba. We should mention here that Cora Hind was the first woman to operate a typewriter in Canada, west of the Great Lakes.

Eleven years after her arrival in Winnipeg, Cora Hind opened her own office combining public stenography with reporting conventions, and particularly farmers' conventions, as her special interest. This was another colorful period with priceless incidents which she now and then is good enough to relate. There is one about the note from the woman in the audience who informed her that her shoes were showing below her skirt; and there is another about her seeing the leaders of the W.C.T.U. off at one of the stations, and at the same time being hailed as "an old friend" by a group of men from a lumber camp, who happened to be in town on a spree. It was while in this office of her own that Cora Hind began the work which in due time was to bring her international distinction. She started compiling market reports for creameries



NS OF MANITOBA

CORA HIND

n C. MacKay, Winnipeg

and cheese factories. Her very first crop report was issued in this period at the request of Col. MacLean of MacLean's Publications, Toronto. This was in the autumn of 1898, when a wet season had delayed threshing until October. The report differed from current reports and later, threshing returns proved her correct.



Cora Hind's work with the **Winnipeg Free Press** began with the opening of this century. Her application for a permanent position had been filed with the **Free Press** since her arrival in Winnipeg in 1882. In 1901, J. W. Dafoe became editor of the **Free Press**. Once more she pressed her application and this time she got it as market and agricultural reporter. This must have been a tremendous achievement for the young woman, and a most encouraging reward for the work she had begun and developed privately.

The first crop estimate compiled for the **Free Press** appeared in 1904, the year when black rust first threatened the western crop. American experts reported a very low yield — only 35 million bushels. Dr. Dafoe would not accept this estimate and asked Cora to make a survey. She reported a possible crop of 55 million bushels. Again her figures and the facts agreed; the crop yielded 54 million bushels — 20 million more than that anticipated by the American experts! The crop reports of the **Free Press** issued over her name for 33 years tell a stirring

story full of insight, sound judgment, and courage.

She developed her work steadily and extended her influence. Her name now commanded attention, and what she wrote was respected. She had become a familiar figure at important provincial, national, and international agricultural conventions. People would say to each other in low tones: "There's Cora Hind". The agriculture reporter became an authority on agricultural matters, enjoying distinction not only on this continent but abroad. In due time her work took her to Great Britain. Since then, she has crossed the Atlantic many times. The last

journey began in June, 1935, when the **Free Press** sent her abroad to observe and write what she saw, and took her to Great Britain, Scandinavia, the Balkan countries, South Africa, India, New Zealand and Australia and South America. She was away for two years, travelling continually by rail, by plane, and car, and writing her articles for the **Free Press** as she travelled. Only the editor-in-chief fully realized the load of responsibility she carried. She had an absolutely free hand. Never, in the 34 estimates of the crops she made was a line or figure altered from the summary she handed in. One of the brightest spots in her career was the freedom given her and the trust it implied. She was 73 when she took this journey, and the articles she wrote are now available in a book called: **Seeing For Myself**.

It is a matter of deep satisfaction to Cora Hind's friends and associates that the worth of her work has been recognized to some degree in her lifetime. Many honours have come to her. In 1916 the Western Canadian Live Stock Union presented her with a purse containing \$1,300 and in 1920 the Wool Growers of Manitoba gave her a flock of 26 ewes. The Canadian Society of Technical Agriculturists, and many other organizations have offered her life membership. Perhaps the most significant honour of all came in 1935, when the University of Manitoba conferred on her the honorary degree of Doctor of Law. Thus Cora Hind became the first woman to be so honoured by this University. One of her proudest boasts was that it was the Women's University Club which presented her to the University for this honour.

Those who have only heard of Cora Hind, who have read her articles in the **Free Press** and who have seen her in public, know but one side of her personality. The other is revealed in her home. Here one meets the woman and the home-maker. The suite where she has lived for many years is comfortable and attractive, with a charm embodying the rich associations of a unique and full life. In the living room are many pictures of places and people, each recalling some important incident or period in her life. She likes to cook and has a real sense for food, something which she acquired on the old farm in Ontario. It is no trouble for her after a full day at the office to prepare a good meal. She is intrigued by new recipes, and has the curiosity of a bride about the results. She is painstaking about her table. She sets it for herself as if she were expecting company. She explained this once by saying: "It is very easy for one living alone to become careless, so my aunt made me promise that I would always treat myself as company." She delights in having friends in for a meal. She knits and sews. The pairs of socks she has knitted for "her boys", if counted, would be many. Long seams and the making of whole garments, by hand, come as an easy task for her. Once when the writer called, she held up an elegant gown purchased abroad, and pointed to an alteration she had just completed. The job was one any professional dress-maker could have been proud of. She enjoys wearing pretty clothes, from print dresses for the kitchen, to gowns for the evening. She knows too that women like pretty clothes. Once when speaking at an evening meeting to a provincial gathering of rural women, she wore her most elegant gown.

(Continued on Page 17)

Summer School Language Courses

by H. R. LOW

At this year's Summer School a definite attempt will be made to provide our teachers with interesting courses in the teaching of English. Two visiting instructors, who are outstanding educationists, have been invited. Professor Adrian Macdonald, College of Education, University of Toronto, will give the courses in English in the Junior High School and English in the Senior High School. Dr. F. T. Taylor, Department of Education, University of British Columbia, will give the courses in Diagnostic and Remedial Reading, and the Diagnostic Approach to Language Arts in the Secondary School. Professor Macdonald is an interesting and stimulating lecturer, not only well-informed in the field of English but also with an established reputation as a lecturer in teaching methods. Dr. Tyler has had extensive experience in diagnostic and remedial work, both as a student and a teacher. The Course in Oral French at last year's Summer School was such a great success that it is repeated this year with the expectation of a greatly increased enrolment. This course received high commendation from the teachers who were students in last year's course.

By giving emphasis to Language Courses at Summer School, the Department hopes that this emphasis will be shown in the classroom. One of our primary purposes in education is to train the child to speak well and to read well.

* * *

TEACHING OF ENGLISH IN THE RURAL SCHOOL

The rural school presents peculiar difficulty in the teaching of English, yet at the same time it has special advantages for this subject. It is the purpose of this course to show how the advantages can be made best use of, and how the difficulty can, as far as possible, be overcome. Rural school teachers will get most out of this course by coming to it prepared to present and to discuss their own individual problems, and the methods of teaching which they have found to be particularly helpful. Furthermore, the opportunity for discussion during the course will enable the teacher to develop her ability to express herself more clearly and more directly. The conditions of the rural school are apt to place a disproportionate emphasis on seatwork at the expense of oral expression. Practice must be given to the pupils in oral expression to enable them to think more clearly and to organize their ideas more systematically. The example given by the teacher herself will be a stimulant and a pattern to her pupils.

This is a course specially intended for rural school teachers, and will, therefore, concern itself entirely with the special aims and problems of teaching English in the rural school.

* * *

TEACHING OF ENGLISH, GRADES 7, 8 and 9

During the past year many teachers have been experimenting with the Tentative Programme in English in Grades 7, 8 and 9. Briefly, the point of view of that tentative programme is that less emphasis should be placed on the study of the grammatical and syntactical construction of language and more on the comprehension of thoughts and ideas conveyed by the written and spoken language. This has been the trend in the teaching of English for some years back, and in some schools and in

some countries the trend has had a greater acceleration than in others. The National Council of Teachers of English in United States published an excellent monograph some years ago, called "An Experience Curriculum in English", in which the learning and teaching of English is discussed as an experience and an activity, rather than as a body of knowledge to be taught or acquired. Teachers of Grades 7, 8 and 9, will find this an extremely valuable opportunity to discuss the pros and cons of the new methods of teaching English. The instructor has had wide experience in new and old methods and he will be able to discuss teachers' individual problems, in the light of his own experience. All teachers of English have the same aims and objectives, but they approach those aims and objectives in different ways, and rightly so. There is the need, however, now and again, for every teacher to obtain assurance, guidance, and possibly even correction, in her methods of teaching. It is the purpose of this course to give this assurance, help and correction. Particular emphasis will be given in the Course to the teaching of Composition. Teachers should bring with them samples of their pupils' written English, good, bad and mediocre. In this way, the discussion and direction in the Course will be pointed directly to the problem of the teacher. (This will be an extremely worthwhile course for teachers of English and should be very popular.)

* * *

TEACHING OF ENGLISH, GRADES 10 and 11

This course has been designed especially for high school teachers of English. There has been much discussion this year of the results in the English matriculation examination, particularly in Composition. The results of our pupils in written and oral composition have been, to say the least, disappointing. It is the special purpose of this course to provide demonstrations and specific lessons in the teaching of Composition. High school teachers should bring with them samples of their pupils' written English, and also be ready to discuss their own problems and perplexities. What would constitute a sound course in High School English will be another problem for discussion. At the present time our curriculum in the high school is under consideration, and high school English teachers are especially anxious to present their point of view. Here is an opportunity for the high school teachers of English in the Province to get together and under guidance and direction, to discuss their mutual problems and aims. As said before, the Department has especially invited Professor Macdonald, Ontario College of Education, University of Toronto, to give this course, in order to clarify our thinking in this matter of high school English. This should be an extremely interesting and popular course, since it is expected that the teachers of high school English will accept this invitation to get together.

The above courses will be of most value to teachers, only if they come prepared to discuss and to present their own particular problems. Each course is of two hours duration. The second hour of each day will be devoted to discussions or practical exercises. The rural school teachers, the teachers of English in Grades 7, 8 and 9, and Grades 10 and 11, have each a particular problem in the teaching of English, and these courses are designed to present as far as is possible, a solution to each problem. Furthermore,

there will be the opportunity to obtain in these courses an understanding of what is happening in the field of English in other provinces and in other countries. The lecturers have a varied and rich experience in the teaching of English. This personal experience will make the course all the more interesting and valuable.

* * *

DIAGNOSTIC AND REMEDIAL READING

Thomas Carlyle has said "All that the university or final highest school can do for us is to teach us to read." From the light which worthy reading throws on human nature and human relations, we gain immensely in self-knowledge, in wider sympathy, and understanding of our fellow men, and of the world in which we live. Since an appreciation of the formative influence of good reading cannot be overestimated, the service of the teacher who lays the first seed of good reading habits is deserving of record. From these first beginnings there may emerge an abiding interest in the Mother Tongue. Dr. Tyler has planned his course in Diagnostic and Remedial Reading, Grades I to VI, to meet the need of teachers for whom the teaching of reading presents one of the most interesting if perhaps the least simple of language problems. Topics to be discussed include the reading readiness programme, typical classroom procedures in primary and intermediate grades, causes of reading difficulties, providing for individual differences in reading abilities and interests. Special emphasis will be given to diagnostic and remedial procedures and methods of relating reading to other school activities.

"English is not merely the medium of our thought. It is the very stuff and process of it". It is by practice that we learn to use the Mother Tongue and the business of the teacher is to organize that practice. This organization, for the teacher of high school levels, will anticipate the establishing of accuracy in the use of words, flexibility and precision in their organization, discrimination in their relations. Dr. Tyler's course "A Diagnostic Approach to Language Arts in the Secondary School" will offer improved methods for high school levels in reading, oral and written language. The psychology of the various language arts and newer pupil and teacher activities in these fields will be discussed. Some attention will be given to the problem of reading and spelling disabilities in the high school and to newer teaching and testing methods.

* * *

LANGUAGE AND SPEECH, GRADES I - VII

That there is today a growing awareness among educationalists of the need for improved procedures in speech education in the schools, to meet the demands of a changing society, has already been fully exemplified in the April issue of the Manitoba School Journal. Improved procedures will encourage the progressive teacher to make use not only of effective methods of approach in language and speech training, but to arrive also at an objective appraisal of her own speech personality. While they will anticipate some understanding of the behaviour patterns of children with speech handicaps and a recognition of the characteristics of pupils with speech difficulties, they will present too, opportunities for the rebuilding of attitudes in those children so handicapped.

The Language and Speech Course will meet this need for an awakening of a vital interest in good speech through a varied programme of work, which will recognize the many language and speech problems facing the elementary teacher. It will provide practical speech training methods for primary and elementary levels, guidance in the diagno-

sis of speech difficulties and remedial work to effect good speech standards. Since the teacher's speech personality is of the utmost significance in healthy speech education, the course will provide also a practical training for the teacher in the delivery of speech and in the production of the voice to correct voice strain and fatigue. Phonograph recordings of the teacher's voice made at the beginning and end of the course will do much to secure an objective attitude towards speech analysis.

* * *

COURSE IN ORAL FRENCH

The Department of Education proposes to offer for the second year a course in Oral French during the month of July, 1941. The course, which was inaugurated in 1940, was found to be of immense practical value to the students who attended. Most of them on arriving found considerable difficulties in expressing themselves in French on any subject. By the end of the course, pronunciation, conversational powers and reading ability had in every case improved even beyond the expectations of the students and staff.

The course is a full day course, carrying (if they are required) three units of professional credit; the fee for the full course is \$15.00. It is designed to give as full an opportunity as possible of actually living in a French atmosphere. Only French will be used, both in and out of class hours. Meals will be taken in groups at special French tables and recreational activities of a varied nature will be arranged where French will still be the medium of expression. Excursions to French places of interest in Manitoba will offer opportunities of deepening association with the manifold resources of French Canadian life. Groups of 4 and 5 students, divided according to attainments, will be provided with individual instructors in pronunciation, reading, conversation and formal speaking. The groups will be small enough for the difficulties of each student to receive separate attention and the standards will vary to suit the groups.

The whole aim of the course is a practical one: the improvement of the ability to speak French. Fuller use will be made this year of the newer methods, including the study of gramophone recordings made by students. The instructors will try by constant exercise to improve pronunciation, to develop powers of expression and comprehension rather than to aim at more academic ideals. There will, however, be two formal lecture courses: one on Contemporary French Prose and Poetry; and one on French Civilization. In addition, a number of special lectures will again be given by visiting French ladies and gentlemen.

The class meets in surroundings which are as unlike the classroom as possible and the atmosphere which the staff tries to create is very informal. Staff and students associate together in all the course activities, in class, at meals, at games and everywhere where new experiences can give rise to fresh conversational material. If application is made not later than May 17th, rooms will be reserved for students in Sparling Hall where they may always be in touch with each other and with the resident staff. Teachers of French will find the facilities and training offered by the course of distinct value in enlarging their range of progressive teaching methods, in heightening their appreciation of the contribution of French to Canada's romantic heritage and in moving towards that degree of fluency in French, which alone brings conviction and reality to the French classroom.

The course will be given by the following instructors assisted by a group of tutors: Professor C. Meredith Jones, Miss M. M. Brooker, Monsieur Alfred Glauser.

Departmental Bulletin

Special Course in Singing and Conducting at Singoosh

An additional course is tentatively being arranged to be held at Singoosh Lake from August 11th to August 23rd for students of singing and conducting in which the instructors will be two of the most eminent authorities in Britain, namely, Dr. Frederick Staton, of Chesterfield, England, and Mr. Steuart Wilson, formerly of London, now of the Curtis Institute, Philadelphia. Full details will appear in a later issue of the Journal. The cost for such a course including course fees and living expenses would be \$30.00 for the two weeks. This course would include studies in group singing, vocal technique, choral technique, and lecture recitals.

Mr. Steuart Wilson will give a limited number of private lessons for which students would be expected to make their own arrangements and pay for the lessons. His fee for single private lessons would be \$5.00 for one hour, and for a group lesson of three pupils, \$10.00 for one hour.

Those considering taking this course please apply for information and for registration as early as possible in order that arrangements may be completed. Should sufficient applications be received to cover expenses the school will definitely be arranged.

* * *

Prize Essay Contest

"Manitoba Calling", the official publication of Radio Station CKY, announces that it will offer a group of prizes for essays on the subject: "A Holiday in Manitoba". The contest is open to residents of the Province and to visitors. Prizes will be awarded in two categories—a senior group consisting of those essays written by people over 16 years of age; and a junior group made up of essays written by anyone up to 16 years of age.

Prizes

Senior Group: \$100 — \$50 — \$25

Junior Group: \$ 25 — \$51 — \$10

Entries may be sent in at any time up to midnight, September 30th, when the contest closes. Entry forms and rules are obtainable from **The Public Relations Department, CKY, Winnipeg.**

* * *

Roman Civilization Course — Summer School

The above-mentioned course, which is outlined on pages 46 and 47 of the 1941 Summer School Calendar, will be time tabled for 10.20 to 12.00 a.m., Monday to Friday. It would be advisable for applicants for this course to do some preliminary reading, and those desiring to do so should write to Professor Skuli Johnson, University of Manitoba, Fort Garry, Manitoba.

* * *

Applications for Aegrotat Standing, June, 1941

Consideration will be given to requests for Aegrotat standing if the following conditions prevail:

1. The student must have made application to write the Departmental examinations and have paid the prescribed fee, but have been rendered unable to write the examination through illness or accident.
2. Request for Aegrotat standing for any student must be made in writing by the Principal. He will include the following in his letter of application:
 - (a) the centre at which the candidate applied to write;
 - (b) the subject in which standing is requested;
 - (c) the circumstances surrounding the case;
 - (d) any recommendation he may see fit to make;

This Bulletin is for the information of all Teachers in the Province. It must be kept for future reference.

- (e) letter from the doctor who attended the student, certifying that the candidate was prevented from writing the examinations because of illness or accident.

The above information must be forwarded not later than June 30th.

* * *

Statements of Standing for University Registration

Principals are asked to advise their students that they must present statements of standing for Grade X and XI on registering at the University. If any students have misplaced their statements they should take the necessary steps to secure duplicates from the Department of Education. This should be done before the close of the school year in order to avoid confusion and perhaps delay at time of registration.

* * *

St. John Ambulance Association

In the April issue of the Manitoba School Journal announcement was made of a course in Senior First Aid and Home Hygiene arranged by the St. John Ambulance Association. This is to advise that the above mentioned course will not carry credits for purposes of certification.

* * *

Special Course in Science for Teachers at Summer School

Further to the announcement in the March issue of the Manitoba School Journal the Department of Education wishes to advise that there was not a sufficient number of requests to justify the arranging of the above mentioned course. For this reason it will not be offered this year.

* * *

Correction Re: Ambulance Fund

Through a typographical error the name of Castleton School appeared as "Carleton School" in the March issue of the Journal. The amount contributed by this school to the Ambulance Fund was \$22.73.

* * *

FINAL NOTICE

Application Forms and Score Sheets, June, 1941

It would appear that some teachers may have overlooked the notices given in the Departmental Bulletin of the February and April issues of the Manitoba School Journal, under the heading "Registrar's Page". This page takes the place of the order blanks provided in previous years, and should have been filed with the Department not later than March 1st. Principals who will have candidates for the Departmental examination in June (including Grade XII Practical Science), or who will require score sheets on which to report the standing of students in Grades VIII to XI inclusive, must complete the Registrar's Page and forward it to the Registrar, Department of Education, in order that the application forms, score sheets, etc., may be mailed to them. **The necessary forms cannot be forwarded until the Department receives the information requested on the Registrar's Page.** As stated in the previous notices in this connection, the Department has had an extra supply of the Registrar's Page printed and a copy may be obtained upon request.

Application for Teacher Training Courses At Summer School

Teachers who wish to take Teacher Training Courses at the 1941 Summer School Session are asked to note that applications should be reached the Registrar, Department of Education, not later than May 31st. In no case will an application be accepted after that date unless accompanied by a late registration fee of one dollar payable to the Department of Education.

Teachers are urged to give careful thought to the selection of courses and to check time-table arrangements, as any alteration of Teacher Training Courses at the time of registration at the Summer Schools can be made only by personal application at the office of the Registrar, Department of Education, Winnipeg.

* * *

New Education Fellowship: International Conference

The New Education Fellowship will hold its first International Conference since 1936 at Ann Arbor, Michigan, July 6 - 12, 1941. This will be the first conference ever to be held in the western hemisphere. Previous meetings have been held in Calais, 1921; Montreux, 1923; Heidelberg, 1925; Locarno, 1927; Elsinore, Denmark, 1929; Nice, 1932; and Cheltenham, 1936.

Great Citizens of Manitoba

(Continued from Page 13)

Someone remarked on this. "Well," she replied, "these women like nice clothes and I am wearing my best dress for their pleasure."

While Cora Hind's work in agriculture brought her into touch with the farmer rather than the farmer's wife, she has at all times been aware of what the homemaker was doing and accomplishing. The agricultural expert, inspecting and evaluating crops, looked beyond the fields. She saw the home and somehow, by the appearance of things, she knew something of the woman and her life. When her life was difficult, as it often was, Cora Hind's heart went out to her in sympathy and appreciation of her courageous struggle. During the recent difficult years when rural people were sorely tried by drought, grasshoppers, and other plagues, she wrote more than one story and editorial acknowledgement of the women's part in the struggle. She sensed their disappointments and fears. No one understood better or appreciated more fully their courage and ability to inspire husband and children to carry on even when things seemed to be going from bad to worse.

In the quiet way known only to the individuals concerned, Cora Hind has watched over, and stood back of scores of young men and women bent on rendering some real service to the community. What she has done for a single person, if told, would be an astonishing and inspiring story! It would include words of sound advice and encouragement; letters of commendation and recommendation; interviews on behalf of persons concerned; gifts and quite often money. The nature of the help, and the extent of it would depend altogether on the needs of the individual which she understood so well! The writer of this article had the good fortune "to be kept in Cora Hind's heart" for over 16 years while doing a difficult job. She inspired the writer with the feeling that she could always count on her support, and that anyone attempting to undermine her work would have the voice and pen of Cora Hind to reckon with. When she went abroad for two years the writer was very conscious of her absence and did not recover the feeling of "all is well" until it was reported that Cora Hind was again on Canadian soil.

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CANADIAN NATIONAL

W41-321

Our Fight for Democracy

by J. P. Sigvaldason

AFTER the World War there were high hopes that the forces that would overthrow Democracy had been finally vanquished. Unfortunately these hopes were not founded on fact. The development of a serious unemployment problem in most countries provided the first set-back. Many democratic countries failed to solve adequately this and other post-war problems. The result was unrest and disillusionment which played into the hands of political adventurers. Where Democracy was not firmly rooted in practice, it was overthrown and the way was paved for Fascism, Nazism and Communism.

Today the world is again plunged into a great war and all that Democracy stands for is at stake. It is essential that the practice as well as concept of the democratic way of life be so thoroughly understood that the mistakes of the past will not be repeated when the war is

over. The responsibility of teachers becomes of supreme importance. They can, to a great extent, promote that understanding of democratic practice and inspire that faith in democratic ideals which alone can prevent an era of post-war disillusionment and despair.

The Department of Education feels that teachers attending the Manitoba Summer School should be given the opportunity to make a thorough study of Democracy. To this end, a course has been arranged which will consist of a series of lectures and discussions conducted by public-spirited citizens of this province.

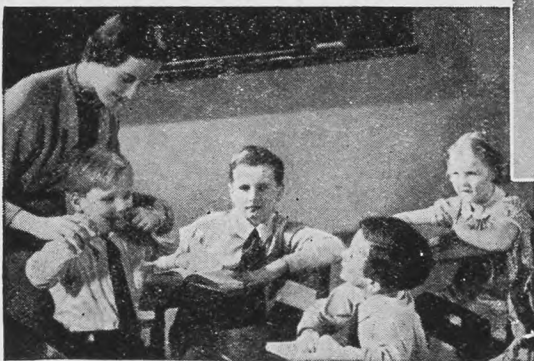
A knowledge of just what Democracy means in our time requires more than a familiarity with its theory and philosophy. We, as working democrats, must have a perspective of the actual condition of the democratic and non-democratic world as it thought and felt and acted in the two decades preceding the present war. If we are to be at all effective in building a real brotherhood of nations following the destruction of the fascist ideology and the fascist war-machine, we must know our world—that is,

we must see things as they are and have been before we can hope to create them as they should be. The Summer School course on Democracy has taken this into consideration, with the result that a good number of its topics are designed to give the student a grasp of the national and international forces which anyone seriously concerned about the preservation of Democracy today, must take into consideration. Thus, one period will be devoted to Spain, since in that country one saw the spirit of Democracy squeezed out of existence between the gigantic pincers of radical communism, on one side, and reactionary fascism on the other. The importance of avoiding such a situation must be pressed home. Two periods will be devoted to France with a view to showing how Democracy was lost to the third republic, not alone through the military disaster of 1940, but through the corruption of French politics and the absence of faith in Democratic principles, during the period 1918-39, as well. The anti-democratic tendencies of Japan, and the conditions creating them, will be examined against the background of the Nipponese drive against China. The series will conclude with a two-period analysis of the Rowell-Sirois Report—its attempt to resolve the multiple sectional divergencies of the dominion, and the implications of what it recommends in terms of the achievement of a flourishing Canadian Democracy.

Among those who are expected to give lectures and conduct discussions are the following: Hon. Ivan Schultz; Dr. W. C. R. F. McWilliams; Dr. J. R. C. Evans; Mr. Graham; Rev. Father F. R. Woods; Mrs. W. J. Lindal; Dr. S. E. Smith; Mr. John Bird, and Mr. John Dafoe.

The men and women who were selected have made a special study of their particular field. They will bring to the teachers who take this course their knowledge, experience, and understanding of the wide range of fundamental problems which must be faced by a Democratic society.

Can your pupils pick
the right answers
in this Dental
Question Box?



In each of the following questions
one statement is correct.
For each correct answer allow 20
credits.

- A. The children in the above picture are playing outdoors.
B. 7 children are in this picture.
C. This picture shows how children are taught about gum massage.

C is correct. Care of the gums is just as important as cleaning the teeth. Our gums must be healthy if our teeth are to be sound. Gum massage drills in the classroom show us the way to proper care at home.

- A. Our teeth, like elephants' tusks, are made of ivory.
B. Hard foods help our gums more than soft foods.
C. We get all our upper teeth before our lower teeth.

B is correct. Hard foods require more

chewing—which helps keep our gums firm and strong. Because we eat soft foods so much, we should give our gums regular massage.

- A. Teeth take care of themselves.
B. Everyone has 18 teeth.
C. Proper tooth brushing at least twice daily is important to dental health.

C is correct. All inside as well as biting surfaces of the teeth should be brushed thoroughly and every crevice between the teeth must be reached. Teeth should be brushed at least twice every day and, if it is possible, they should be brushed after each meal.



The makers of Ipana have prepared a striking health chart, in full colour, which is helping teachers all over the country in their class drills in gum massage. They will gladly send you one to hang in your classroom. Send your name and address to Bristol-Myers Company of Canada, Ltd., 1240A Benoit Street, Montreal, P.Q.

Published in the Interest of Better Health by Bristol-Myers Company of Canada, Ltd., Montreal, Que.

Summer School Personalities

by C. K. ROGERS

IT is not so much the course as the teacher that counts. Persons choosing courses then will be quite as interested in the instructor as in the title, and it was with this thought in mind that the following "Who's Who" was prepared.

Grace L. Dolmage who offers "Child Guidance in the Elementary Schools", will come to her class with a rich background of experience as well as training. She is a Manitoban by birth, and nearly all Manitoban by education. She had valuable experience in her early teaching career in outlying rural districts where she learned a good deal about the difficulties faced by rural teachers. After some years' teaching, and mostly while teaching, she obtained her Arts degree from the University of Manitoba. Not satisfied with that, she went on to her Master of Science of Education with Northwestern University in Chicago. Miss Dolmage wants teachers to bring their problems to classes this summer. Her teaching experience in rural and city schools, her sympathy and understanding, her training at Northwestern with her work for the past six years on the Psychological Staff of the Winnipeg schools, give her the solution of many of the problems of teachers.

Dr. Marguerite Swan, who will offer the course on "The Teaching of Health," Grades I to VI, is a Manitoban too. She is a graduate of our University where she got her M.D. degree in 1937. She followed this up immediately with a course in Toronto and brought back with her a D.P.H. degree. Such an array of letters after a name might have a tendency to frighten a person from this course, but in Dr. Swan's case a very fine background of training is coupled with a youthful and practical outlook which promises well for the course. She visited many types of school communities in the United States last autumn. This trip enabled her to study various types of school health projects. She brings this information to the 1941 Summer School and, in addition, recent experiences with the Selkirk School and Community Health project. She plans to make the course as practical as possible.

A. W. Muldrew, instructor in "Junior High School Mathematics", is a graduate of the University of Manitoba from which he holds his Master's degree in mathematics. He is a teacher of many years in the subject field of mathematics. His experience ranges from the rural school right to the Senior High School with some years as lecturer in mathematics at the Agricultural College and several summers in vacation school work. As the outline given above would indicate, Mr. Muldrew will be practical. He plans to work on teachers' problems, units and projects. Mr. Muldrew, like all mathematicians, is modest in his claims for the course, and unlike some mathematicians, is very human.

Professor C. Meredith Jones, who heads the "Oral French Course" will be embarrassed to find these facts about himself in print, but those plan-

ning to take this course will be interested to know that he is a Welshman, educated in the University of Wales from which he holds his B.A. and M.A. degrees. He spent two years in France as a Gilchrist Scholar, taught two years in a Paris High School, studied at the Sorbonne and at the Institut du Phonetique. He is Docteur de l'Universite de Paris. He has been interested in experiments in the Conversational Method of Teaching French, and has been delighted at the success with students whether beginning or advanced. What has been developed through the past five or six years will be used this summer. With Professor Jones will be associated Mr. Alfred Glauser, of Ravenscourt School. He is a native of French Switzerland and a graduate of the University of Geneva. Miss M. M. Brooker will give part time to this course. She is so well known to those interested in French that she needs no introduction. Both the personnel of the staff and the method will attract teachers to this course.

Mr. A. H. Adamson will take charge in the course in "Visual and Radio Education" this summer. Mr. Adamson has recently taken over the work of Editor of the Manitoba School Journal and Director of Visual and Radio Education. He is a graduate of our University of Manitoba. While there he was Associate Editor of the Manitoba Arts Review, President of the University Student's Musical Club, President of the English Club and Treasurer of the Arts Student Body. Since graduating he has had experience on the news staff of the Winnipeg Free Press, and as History Master at St. John's College School. Mr. Adamson will demonstrate apparatus as well as lecture.

Miss R. Jernholm, who will be in charge of "Physical Training for the Elementary School" wants to help teachers of rural schools. She has worked out a program of active physical exercises for schools lacking space. Her special pet is posture—very important for teachers as well as pupils. She wants to demonstrate that behaviour is definitely related to pride in physical development and personal appearance. Miss Jernholm is a graduate of the University of Copenhagen. She took a two-year teaching training course in Paul Peterson's Institute for Physical Education before entering the teaching profession. She has kept abreast of her field by taking two post graduate courses in Denmark—the last in 1936. Her eleven years teaching in Manitoba have given her opportunity to find out our needs, and to develop courses to meet those needs.

WISDOM

Wisdom smiles when humbled mortals weep;
When sorrow wounds the breast as ploughs the glebe
And hearts obdurate feel the softening shower,
Her seeds celestial then glad Wisdom sows;
Her golden harvest triumphs in the soil.

—Dr. E. Young.

Tables for June Examinations in Mathematics

The Department will supply the Logarithmic tables for Grades XI and XII Algebra, but students will provide their own Trigonometric tables.

Teachers' Contracts

May is the month in which teachers and trustees make plans for next year. Under the terms of our statutory contracts, current agreements remain in effect for next year unless terminated by notice given **before June 1st**, so now is the time to think of next year's contracts. Altogether too often parties to the contract find out later in the summer that other arrangements would be more acceptable. Attempts made by either party to terminate an agreement other than by regular notice at the end of the term lead to friction and misunderstanding. Do not continue the present agreement or make a new one unless you are prepared to see it through. In the interests of the school there should be no reservations. In other words, if either trustee board or teacher has plans which might interfere with the agreement during next year, there should be frank disclosure of such.

All communications concerning agreements should be in writing, which cannot be misinterpreted at a later date. This is not intended to convey the idea that verbal engagements are invalid. An acceptance over the telephone or in conversation should be honored as fully as a signed document, but for future reference negotiations should be in writing.

It is advisable to have changes in agreements covered by a new contract. Marginal notations or memoranda attached to existing contract forms are not as satisfactory as new agreements and very little extra effort is required to draw up a contract to cover the alterations. Agreement blanks are now bound in the register instead of being sent out separately. Supplies including registers will go out to secretary-treasurers on May 26th.

For a trustee board the engagement of the teacher is one of its most serious responsibilities because the teacher is the most important single factor in our educational program. For teachers, the signing of a contract is equally serious because by so doing she accepts a trust that cannot be measured by material values—Canadian citizens in the making.

The contract between these two parties should stand for much more than mere service and payment. It should be the symbol of confidence, co-operation and unity of purpose without which the school fails.

Choose the other party to your contract carefully and thoughtfully, then give your whole-hearted effort to the task agreed upon.

Yours truly,

J. P. SIGVALDASON,
Acting Chief Administrative Officer.

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Singoosh Lake Summer School Camp as I Saw It

(NOTE: The following excerpts are from letters received by the Department of Education from teachers, inspectors, and others who visited or attended Singoosh Lake Summer School Camp in July, 1940, and represent varying opinions that will be of interest to our readers.)

Opinions of Teachers

"What a wealth of experience was packed into those few short weeks! Surely each one of those teachers is a better and richer person for the contacts and lessons lived through day by day high up in the Duck Mountains of Manitoba."

"Of primary importance, of course, was the work. The courses carried out were, I felt, particularly well adapted to our needs. I am on the city staff, and I have made considerable use of the material gained in both Arts and Crafts. The work was admirably suited to us students, as so many of us were without any previous training."

"It has given me, in many ways, an entirely new outlook on my teaching, and I was able to open school this year with my little group of pupils, knowing that teaching was going to be fun. The Craft course proved to be so practical, and the Dramatics course showed me just what was needed to improve the speech and pronunciation of the French-speaking children."

I have not words enough in my vocabulary to praise the staff of teachers and the nurse who helped to make our summer so enjoyable. They were such 'jolly good sports' and made us feel they were our friends and companions."

"Not only have I enjoyed working under the supervision of so fine a staff, but I feel that it has been a great privilege to have had the opportunity of taking their highly interesting and very practical courses. Due to their way of presenting to us the highly essential subjects of arts, crafts, and dramatics, I am only too eager to go back to my classroom and share the experience of a new life and a new awakening to things beautiful, colorful and harmonious."

"I took Art and Craft, and found every phase of both practical and useful. The Craftwork course consisted of handwork methods very adaptable to the new curriculum, and to the country school. There is very little of it that I cannot use in my classroom. Due to Professor Osborne's expert teaching, and the natural environment, I gained a great deal too from the Art course."

"You are surely to be congratulated for having chosen such a perfect setting for your school. Your splendid staff and the courses offered were fully appreciated by all of the students. You would be impressed by the community spirit and co-operative feeling amongst the students and staff regardless of the higher standing of some and the ancestors of others. Our world today needs this feeling, and if your school had accomplished only this I would still be an ardent advocate of this new idea of education."

"The camp with its natural beauty of trees, lakes and wild life is wonderful. It is far enough from any town that outside attractions do not distract from the work and the students must make their own entertainment, thus putting into practice what we were taught."

"The staff in my opinion was one of the best. We got co-operation and fair treatment in our work and play from each instructor at all times."

* * *

A Visitor from Ontario

"The second visit to Singoosh was a delight in another way. Passing over the perfection of the physical setting, I feel that I have never seen a more artistic translation of the function of art in the education milieu. Art can be thought of as the cultivation of inner resources, as a firm last-line-of-defence against an inhospitable, chaotic world-of-affairs; and as such art undoubtedly can claim for itself a place in our scheme of necessities today. But what impressed me most was the subtlety displayed by the staff, that meant that the teachers, rural or urban, were not only discovering for themselves a gold-mine of inner-re-

sourcefulness, and again not only learning how to lead children to like discoveries, but especially were appreciating the meaning of artistic expression of a refined way of social communication. Art, not taught as a lesson, but stimulated as a social obligation, and as a limitless source of social satisfaction. This was so obvious in the pictorial and visual arts, and in the crafts; it was cleverly brought out by implication in the far more difficult field of Dramatics. I learned a great deal from the week-end at Singoosh that I hope may carry in some measure to Ontario."— (Dr. W. Line.)

* * *

The Opinions of the Inspectors

"The location of the camp and the camp itself are ideal for the type of Summer School carried on there this year. Nature in all its beauty and splendor makes a perfect setting for the art student. There are no distractions as you would find in the city or even on the university campus, and the student is more apt to turn his time to the best use at all times. The students were full of praise of their instructors and were unanimous in stating they had received more benefit from this Summer School course than from any one attended previously."

"The setting is extremely well suited to the type of work offered. The student body will undoubtedly return to work refreshed and invigorated in addition to possessing any knowledge or skills acquired in the camp. The staff was well chosen for the work. I would refer particularly to the culture and graciousness of the individual members, and the splendid work of the director, Mr. Dunlop. The students are eager, keen, and happy in their work. In my opinion they are learning the basic element of citizenship—the art of gracious living."

Singoosh Lake Summer School

by J. E. S. Dunlop, Director

Though I have tried, I have not yet been able to discover what "Singoosh" meant to the Indians, but I know what it meant to the staff and students who were privileged to live, work, and play in the camp school at that beautiful lake last summer. There was the perfect setting for the courses given in Art, Craft Work and Dramatics. Besides these official courses, we had swimming classes under a professional instructor when fifteen of the students who could not swim learned to do so and those who could learned to do it better and improved their form. In the invigorating air—and it was never too hot—we had early morning setting-up exercises, games, and Indian dance steps. We had folk dancing, singing, talks on subjects outside the regular work, parties, picnics, hikes and games—softball, ping pong, horseshoes. Then there were the refreshing hot and cold showers. Splendid meals were served in the common dining hall. Sunday mornings we had brief informal services—hymns and a talk. A resident nurse made us feel safe from sickness or accident. Our fine spruce log cabins, overlooking the lake were built originally by the Dominion Government for a Forestry School on the choicest site on the lake.

But first things were always kept first. We were fortunate in our staff of instructors—Mrs. D. Bruce Murray and Miss M. A. Yeoman in dramatics, Miss G. Ronningen and Mrs. M. S. Osborne in crafts, and Prof. M. S. Osborne in art. They will all be with us this year except Miss Ronningen, who will be replaced by Miss Florence Long, who has the same high rating in this work.

With the enrolment set at a maximum of sixty, every student had the close personal supervision of the instructors. And good as the courses would have been under any other conditions they were made more enjoyable by the informality of the classes and by the atmosphere and beauty of the setting under the glorious trees on the shore of beautiful Singoosh Lake. There not only was the intellect quickened, but the soul was stirred.

The seclusion of the place added to its charm for all of us. The public did not disturb or even discover us. But pleasant breaks came when a few friends who knew where we were came to visit us. Mr. and Mrs. Low and party, including Prof. Line of Toronto, came, saw, and were loath to leave. Mr. and Mrs. Rogers were our next happy visitors. Then came Mr. Schultz with his party, including Mr.

(Continued on Page 22)

Youth's Interest in Democracy

(Some time ago The Optimist Club, of Winnipeg, offered a prize for the best essay written by a minor on the subject of "Democracy". The Journal is publishing on this page the winning essay by a young Winnipeg High School student. We feel that here, in these few paragraphs, are mirrored the finest attributes of democratic youth—its vitally honest record of its own feelings and its energetic expression of what it thinks of the world around it. Teachers would do well to bring this piece of work to the attention of their own students.)

Youth's Interest in Democracy

John Graham, Room 15, Gordon Bell High School, Winnipeg

World affairs are moving rapidly towards a struggle more violent and frightening than any man has yet endured. Everywhere, old hates are being rubbed anew, old ideologies masquerading under new names are being pulled from their graves, old quarrels are being revived and magnified into causes of war. All this is leading towards a chaos of hatred and despair through which the youth of today must pass. And youth of high-school age is sometimes bewildered. The issues are so often confused. We are told over and over again that the fight is against totalitarianism and is for democracy. To young people just beginning to think for themselves, there are many faults with democracy. Why should we fight, now or anytime, for this tongue-worn catchword? What does it mean? Why should people endure the horror of modern war for a vague idea? Is democracy worth it?

These thoughts are not treasonous against anyone; they are merely the result of an honest desire to know the truth. And the truth as it often appears to youth is that democracy has innumerable faults, faults that show up even in time of peace, faults that are glaring and discouraging.

The very word "democracy" means rule by the people. Logically, then, the people should profit by this rule. But all about us we have seen countless examples of human beings living in misery and despair. Before this war, there were at one time one million unemployed people in Canada. We watched them as they were fed, clothed, and kept by the government, and we watched as milk was poured down the gutters and wheat was burned as fuel. Would it not be better, then, to have a government under which everyone has a certain job to do? And we look towards Germany. The individual in the democracy must earn his own living by the use of his own brains, body and energy. We remember our fathers and mothers sitting up nights, planning desperately in a frantic effort to tide the family over some financial crisis. Might we not do well with a government which assures every man of enough to support his family? Once more we look towards Germany. We contemplate the spectacle of countless politicians flocking to Ottawa to bicker like fishwives; we think of the bureaucrats, the bunglers, the inefficiency, the graft. And still again we look towards Germany, where laws are made as fast as one man thinks, where efficiency is the hall-mark of excellence, where graft does not exist as such. "Perhaps we should junk this present system", youth may think. "How easy and efficient is the German method. Everyone is cared for. Although the people do not rule in fact, they rule in spirit, and truly profit by their government."

Let us then examine this German way of life. To be truthful, the average German does not worry about his living; he is told what to do, how to do it, and when to do it. He does not know, however, just why he is doing that particular job. Once made a mechanic, for example, he remains a mechanic until his death, and can never realize any private ambitions he may have for a different vocation. All personal initiative is taken away from him, and he lives in a delightful state of mental vacuity—worrying about nothing but his work, believing in nothing but his leader, thinking about nothing but his "blood" superiority to men of other races. He has no Parliament, he has no representative in Berlin, he does not vote, he does not really think, in fact, he does nothing but obey orders. His children are physically strong; if they are particularly adept at singing party songs and bullying Jews, they are congratulated by the government and are exhorted to keep up the good work. They are educated in the art of brutality. True, youth gets free boat rides up the Rhine, free picnics, free parties. Youth has only one responsibility—to obey. Youth serves as a strong, resilient slave of the state, and youth revels

in its physical, mental, moral, and spiritual subservience to one man. This, then, is the alternative to democracy which faces the youth of today; it is a rosy, empty dream, the dream of the opium smoker, devoid of mental coherence, bereft of moral and spiritual decency, complete only in its utter disregard of anything but the human body and its needs and desires.

How different is democracy! Democracy is not an easy way out of our difficulties, but it is the best way. We must worry, wonder, question, and inquire. We must use our minds, and the use of our minds is the hardest task in the world to fulfil. The youth of our country, born in a democratic atmosphere, is given the one supreme gift of democracy from the very beginning—freedom, freedom to think, to worship, to work and to play as we like. It is to the interest of youth that this freedom be maintained, and that the responsibilities accompanying it be fulfilled. For there are responsibilities attached to our freedom, and if youth refuses to accept them, we will rightfully become slaves. All of these duties of the democratic citizen rest upon that ability which is so hard to cultivate—the ability to think for ourselves. Youth must acquire this ability as a foundation for all others, for we shall shape the destiny of our country in the near future. This, then, is partly youth's interest in democracy: To uphold the rights of democracy, to accept its responsibilities, and to keep alive within us its fragile spirit, which will die only when we forget its preciousness.

Today, youth of high-school age cannot take up the sword in an active fight for democracy. There are many ways in which we can and should help, and our aid in winning this war is very important. But far more important is our contribution after the war, when we have won. Yes, our biggest contribution will come with the armistice, when the peoples of the world will begin to suffer the painful reconstruction of their countries, the difficult readjustment of their attitudes, the slow, tortured building of a new world. A rough idea of this new world will probably be presented to us by our elders, but we must make it practicable. Cynics will sneer and will belittle our efforts, war-hardened men and women will retain their hates, victorious nations may endeavour to wreak vengeance upon the vanquished. It will be a hard struggle for us, a struggle of the mind and spirit as well as of the body, and it must be fought by people of courage, faith, and patience. We shall slave for years, with nothing much, perhaps, to show for it. Despair and disillusionment will overtake many before they die. The job will not be finished by youth of today. Never in the history of the world will there have been placed in the upward-reaching hands of men a more magnificent opportunity of helping the world towards a larger measure of peace and amity. Yes, cynics will sneer at us, and talk of big words and useless hopes, but we must remain steadfastly at our job. Our interest in democracy does not concern only what was given us by our fathers; it concerns what we can give our children and the world. Yes, the world; I do not believe that such a hope is vain, and I do believe firmly that we shall not cast away our privilege, or shirk our duty to mankind.

Singoosh Lake Summer School

(Continued from Page 21)

Hutchings and his camera. They had the good fortune to arrive in time for perhaps the best (being the last) party that we had. They shared and added to the fun that evening. Next day they saw the school in action and realized how the lives of the students were being enriched by contact with wise instructors and nature at its loveliest. We also entertained six members of the inspectorial staff.

Though students and visitors alike were loud in their praise of school and camp, perhaps it was Dr. Line, professor of psychology in Toronto University, who paid the highest compliment, when in writing back to us he said: "The Singoosh demonstration is 'tops'. The possibilities within reach of an educational programme artistically conceived have never been more forcibly expressed in any of my experiences."

New Films Now Available

During the past two months the Visual Education Branch of the Department of Education has added a number of motion pictures to its library. Some of these films are available to the schools free, while others carry a charge of 25 cents per reel weekly.

The new films fall into two categories. There are purely instructional films, whose purpose is simply to present information or explain some process such as the mining of coal. Then there are a group of documentary films, which not only present facts, but also attempt to build up an attitude in regard to those facts.

New Instructional Films

SILENT

Alaska
Atmospheric Pressure
Bahamas
Bituminous Coal
Bacteria
Breathing
Central America
Chile
Coffee
Canada's High Spots
Carbon Oxygen Cycle
Compressed Air
Dutch East Indies
Einstein's Theory of Relativity—2 reels
From Flax to Linen
Farmers of the Prairies (Free Loan)
From Wheat to Bread
Food and Growth
Frogs, Toads and Salamanders
Gold
Heat and Light from Electricity
Leather
Living Cell
Mould and Yeast
Magnetic Effects of Electricity
Panama Canal
Spiders
Simple Machines
Toilers of the Grand Banks (Free Loan)
Water Cycle
Waterways of Canada (Free Loan)
West Coast Mountains (Free Loan)
War in Europe—1940

SOUND

Body Defenses Against Disease
Dashes and Hurdles
Earth in Motion
Molecular Theory of Matter
Mountain Building
Nervous System
Oxidation and Reduction
Plant Growth
Plow that Broke the Plains (3 reels)
Seed Dispersal
Sound Waves and Their Sources
Symphony
Wearing Away of Land
Work of Rivers

New Documentary Films

The following films are for free loan.

SOUND

Atlantic Patrol—The Work of the Canadian Navy in Wartime
A Letter from Aldershot—The Life of Canadian Soldiers in England
Front of Steel—The part played by Canadian Industry in the War.
Britain at Bay
London Can Take It—The Air War over London
Folkways of Quebec (4 reels)
Hot Ice—The story of Hockey in Canada (3 reels)
Squadron 992—Balloon Defenses over London (3 reels)
Wings of Youth—Air Training in Canada (2 reels)

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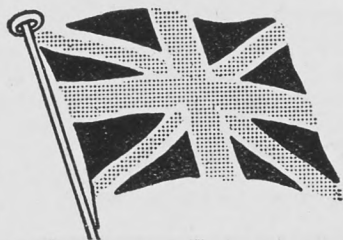
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Summer Courses in School Music, 1941

by Ethel A. Kinley

SUPERVISOR OF MUSIC, WINNIPEG PUBLIC SCHOOLS

ONE of the questions of the hour for many teachers is: "What Course or Courses shall I take this year at Summer School?" Before making your decision, consider the ways in which the chosen courses will best meet your needs in relation to: (a) the use you can make of the enhanced skill, knowledge, and understanding in your classroom; (b) the direct benefits you may gain in the nature or refreshment of mind and spirit and of physical vitality, and in renewed enthusiasm to meet the challenge of the classroom, and its opportunity for service.

With these considerations before you, what courses could better serve these purposes than those offered at the Manitoba Summer School in School Music? Especially is this true for teachers in the elementary grades, though the fundamental principles laid out in the course for teachers of Grades IV to VI will be equally valuable to teachers in all grades.

For teachers in primary grades the course in "Music and Movement" is especially recommended. It will provide a wealth of new and fascinating material for use in the classroom, and will include singing games, action songs, as well as rhythmic interpretative movements. All these will be of greatest value to the young children and will contribute much to the happy atmosphere of the elementary school. In addition instruction will be given in the correct use of the voice in song as in speech; in the cultivation of

good diction; in beautiful phrasing and general interpretation; and in the preliminary introduction of the reading of music, including ear and eye training. This course is to be conducted by Miss Bessie Harris and Miss Beth Douglas, both of whom are highly successful, enthusiastic, and inspiring teachers.

For teachers of Grades IV to VI, the course offered will be entirely practical and helpful. It will include instruction and practice in the correct and beautiful use of voice in speech and in song; in the correct, clear, and expressive use of words in speech and song; in song interpretation; in conducting and choral technique; in ear and eye training and sight reading and in the teaching of the rudiments of music notation; in classroom procedure, (with demonstration of such with a group of children); and in the use and training of a rhythm band. This course will be conducted by Miss Margaret Thomson, who practices these methods with utmost success and enthusiasm, and who is thoroughly familiar with the problems of music teaching in these grades. Songs taught, will for the most part, be taken from the "Manitoba School Song Book."

The Minister's Page

(Continued from Page 2)

the future where the terms of the contract are ignored by either teacher or school board. Legal means are provided for terminating a contract, and any other method is illegal and reflects most unfortunately on either teachers or trustees or both. We feel the rights guaranteed under the contracts must be respected, and to do so teachers or school boards who deliberately break contracts they have entered into will be held strictly responsible.



THE EIGHTH DECENNIAL

Census of Canada

June 2nd, 1941

Teachers can assist in this roll-call of the Nation

The eighth decennial census of Canada will be taken as of date June 2nd, 1941. In the main, it will be a census of population and of agriculture, but a census of housing will also be taken on a sample basis. Every home, every farm will be duly visited by census enumerators.

Teachers are asked to direct the attention of their classes to this great national roll-call, and to emphasize how important it is that all information be secured and

correctly given. Teachers should also remind their classes that enumerators and all other census officers are sworn to secrecy, and that the information given cannot be used against the giver in any court of law or revealed to any taxing body.

It is *compulsory by law* to answer the questions, but the Government will be assisted greatly in these difficult times if the information is given *readily and accurately* in the spirit of good citizenship.

Issued by authority of The Honourable JAMES A. MacKINNON, M.P., Minister.

DOMINION BUREAU OF STATISTICS — DEPT. OF TRADE AND COMMERCE



MANITOBA DEPARTMENT OF EDUCATION

HON. IVAN SCHULTZ,
Minister.

C. K. ROGERS,
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Chief Administrative Officer.

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2. VOCATIONAL CORRESPONDENCE COURSES FOR HIGH SCHOOL STUDENTS.
3. SHORT UNIT COURSES.

Inquiries

Write to the Technical Branch, Department of Education, Winnipeg, Manitoba, for full information about courses offered.

Advantages

SOME OF THE ADVANTAGES TO CITIZENS TAKING THESE COURSES ARE:

1. All courses offered are approved by the Department of Education.
2. The Department of Education assumes a part of the cost of various courses to bring the tuition fees within the means of almost any citizen in the Province.
3. All courses, except short unit courses, are divided into two or more sections, and students pay only for one section in advance. This arrangement releases students from further payments if they decide to discontinue courses either for economic or occupational reasons.
4. Applicants upon request receive educational and occupational guidance.

Short Unit Courses

To meet the current occupational demands caused by the rapid development of war industries, the Department of Education has organized a list of over 40 Short Unit Courses. The prices of these courses are reasonable and their contents are selected to meet the educational needs of citizens who are anxious to make job adjustments to these rapidly changing employment conditions.

Guidance

Before enrolling for a course with any correspondence school, you should write the Department of Education for free advice as to the usefulness of a course to you and its relation to occupational trends. For your information, we wish to advise that the Department of Education offers a wide range of valuable technical courses in co-operation with reliable schools at prices to you much less than those ordinarily quoted.

The Technical Branch, Department of Education

Legislative Building, Winnipeg, Manitoba